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ABSTRACT

This report chronicles the East Hartford, Connecticut, Parents' Choice Project--an education voucher plan. The plan was intended to dovetail with the school system's already-existing open enrollment policy and was to include the area's private and parochial schools, as well as all the public schools. The feasibility and implementation studies investigated the community's attitudes toward a voucher plan, specified the kind of plan most appropriate for East Hartford, examined student transportation systems, and distributed information to parents about the plan. Even though the board of education finally failed to approve the project, the East Hartford school system was provided with improved budgeting, transportation, and student management systems as a result of the feasibility and implementation studies. Volume I of this document provides a general overview of the study, and Volume II presents the organizational and technical systems developed for the implementation of a voucher system. (Author/DS)

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PARENTS' CHOICE

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A Report on Educational Vouchers in East Hartford, Connecticut

by Andrew J. Esposito and Walter B. Thompson

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A REPORT ON
EDUCATION VOUCHERS
IN
EAST HARTFORD, CONNECTICUT

PREPARED FOR THE NATIONAL INSTITUTE OF EDUCATION

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JULY, 1976 VOLUME I

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PREFACE

The concept of educational vouchers has, for the time being, entered the realm of philosophical conjecture. It is not the purpose of this report to debate the voucher issue; however, the reader is cautioned that our direct involvement with the East Hartford Parents' Choice Project has understandably biased our perceptions. It is recommended that the reader consult other reports on East Hartford experience with Educational Vouchers. The view point of the educational establishment can be found in a report entitled, "Educational Vouchers. A Critical Appraisal", by John Nirenberg of the Connecticut State Department of Education. Perhaps the most detailed and objective report is, East Hartford Voucher History-Parents Choice Project: 2/75 - 1/76 by Dr. William Weber, NIE Site Historian of the East Hartford Parents' Choice Project.

East Hartford's report on the Parents' Choice Project has been divided into two volumes. Volume one provides a general overview of the East Hartford study from the beginning of the feasibility analysis, to the end of the Parent Choice Simulation Study. Volume two presents in detail, the organizational and technical systems developed by project staff for the proposed implementation of a voucher system.

THE BOARD OF EDUCATION VOTE

The Parents' Choice Project staff was charged with the task of presenting to the East Hartford Board of Education all of the data relevant to the implementation of an educational voucher program. Due to the complexity of the program, the presentation was divided into the following components: 1) open enrollment; 2) transportation; 3) budgeting systems (voucher/autonomy); 4) private/parochial schools; and 5) parent information.

In addition to the data, the Board of Education also was presented with the following list of options regarding each component:

Component #1 - Private and Parochial Schools

a. Inclusion of public, private, parochial schools in the State of Connecticut.

b. Inclusion of public, private and parochial schools in the Town of East Hartford.

c. Inclusion of public and parochial schools in the Town of East Hartford.

d. Inclusion of public and private schools in the Town of East Hartford.

e. Inclusion of only public schools in the Town of East Hartford.

Component #2 - Open Enrollment

a. A parent has the right to enroll their child in any public school in the Town of East Hartford with transportation provided on the basis of seats available.

b. A parent may request a transfer of their child to any school in the Town of East Hartford on the basis of seats available with transportation provided.

c. A parent may request transfer to any public school in the Town of East Hartford on the condition that the parents provide transportation.

Component #3 - Transportation

AMENDMENT TO TRANSPORTATION POLICY

"The Board of Education has adopted a transportation policy which provides for the transportation of public and non-public school children in the Town of East Hartford, as allowed by statute, under the following conditions:

"4. Transportation shall be provided all students on the above criteria. Location of residence within a local school attendance area shall not be a factor in determining transportation to the school in which the student is properly enrolled, provided that federal funds become available to cover excess costs of such transportation."

Component #4 - Budgeting Procedures

a. Unit Administrators would develop unit budgets based upon educational vouchers received from parents. Excluding fixed costs and Salary Equalization Fund, the unit administration would exercise wide discretion in budgeting remaining funds.

b. Unit Administrators would develop unit budgets based upon allocations of financial and human resources as established by the Board of Education. Unit Administrators would exercise limited discretion in expending funds.

c. Unit Administrators would initiate requests for funds based upon established need to the Superintendent for review and action.

Component #5 - Parent Information

a. The Board of Education shall provide information to parents annually which describes the school program in all public, private and parochial schools participating in the educational voucher program.

b. The Board of Education shall provide information to parents annually which describe the school programs for public schools in the Town of East Hartford.

After a thorough analysis of both the data and the options, the Board of Education voted on a previously tabled policy extension of Open Enrollment.

PROPOSED POLICY EXTENSION

"Public Act No. 122, Connecticut Statutes, enables a Board of Education to develop and test education scholarships as a way to improve the quality of education by making schools, both public and private, more responsive to the needs of children and parents, to provide greater parental choice, and to determine the extent to which quality and the delivery of educational services are affected by economic incentives."

"Therefore, the Superintendent of schools shall annually calculate the cost of education per pupil (K-5, 6-8, 9-12) by dividing the annual adopted budget by the public schools average annual enrollment for preceding October 1, excluding the costs of transportation, bonded indebtedness, special education, and specific costs of the Board of Education."

"The Superintendent of Schools shall annually make public notice of the cost per child. The cost per pupil shall be equal from child to child according to elementary, intermediate and secondary levels. He shall establish a positive program for informing parents of the open enrollment policy of the Board of Education."

"A description of individual school programs available in the Town of East Hartford shall be published annually."

> "The parents of each child in the Town of East Hartford have the right to determine their child's educational pattern, public or private, without regard to race, color, creed, or sex. To effectuate this policy parents shall receive an educational scholarship equal to the per pupil cost for education, but observing all restrictions of Public Act No. 122, Connecticut Statutes."

The policy extension encompassed all of the components of the Parents' Choice Project, therefore, the 6-2 vote against the extension meant a complete rejection of the voucher system.

ACKNOWLEDGEMENTS

We would like to express our appreciation to the administrators and teachers of both the public and parochial schools in East Hartford. Throughout the course of the project many demands were made on these individuals, which they consistently met with achievements that proved them to be a credit to their profession. While a great deal of time and effort was expended by many people, we particularly want to thank the members of the East Hartford Board of Education, who we feel committed much of their time and energy to the Parents' Choice Project.

We want to thank the members of the Speakers Bureau, Mr. Rodney P. Clavette, Miss J. J. Driscoll, Mr. James Fallon, Ms. Judy Tonkin and Ms. Sally Wisniewski who volunteered their time to aid in informing the community about the study.

The secretarial staff, both at Central Administration and throughout the school system made an important contribution to the study. Of particular significance to the project, were Ms. Elaine Dickson, Mrs. Eleanor Wall, Mrs. Jacqueline Ramsay and Mrs. Marjorie Hyde whose clerical abilities were invaluable. They never failed to meet the impossible deadlines.

The members of the Parent Advice Team, Mrs. Barbara Caffegan, Mrs. Barbara Horkan and Mrs. Patricia Gargano not only fulfilled their duties in a competent manner but also provided the humor and support which made everyone's work more enjoyable.

Of course, the nuts and bolts of the project were provided by the consultants who patiently worked with the East Hartford staff. They are as follows:

Robert J. Cahill, Jr., Ph. D.	Behavioral Science Associates, Inc.
Mr. Denis Doyle Mrs. Ola Clarke Mr. Robert Cunningham	National Institute Of Education
Rev. James G. Fanelli	Superintendent of Schools Archdiocese of Hartford
Gloria Fauth, Ph. D. Ted Urich, Ph. D. Walter Barwick, Ph. D.	Human Enterprises
Robert L. Lamborn, Ed. D.	Executive Director, Council For American Private Education
Mr. David Lovell	Educational Coordinates Subsidiary of Mathematica, Inc.
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Mr. Donald Richard Sister Maeve McDermott	Center for The Study of Public Policy

Herbert H. Sheathelm, Ph. D. Theodore S. Sergi	Educational Resources and Development Center, University of Connecticut
Mr. Sherman G. Tarr Mr. William H. Heard, Jr.	Advocate Associates

Last and by no means least, Mrs. Frances Klein, who gave so much of herself to help the project staff, a very special thanks.

Sincerely,

Andrew J. Esposito

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Parents' Choice Project

AJE/WBT/ejd
7/26/76

Section I

Introduction

INTRODUCTION

On January 26, 1976, the East Hartford Board of Education voted six to two against implementing key parts of an educational voucher plan for the town. The vote ended more than two years of study, debate and discussion that ranged from philosophical concepts to financial considerations.

Why did East Hartford consider the voucher concept? Why was it awarded two federal grants to study feasibility and implementation? What were the results of those studies and what were the benefits to the Town of East Hartford and to the field of Public Education? And finally, why did the Board vote to reject the project East Hartford called "Parents' Choice"?

This volume attempts to answer those and other questions.

WHAT IS THE VOUCHER SYSTEM?

In this bicentennial year of 1976, an old argument has surfaced again: Who should take the credit...or the blame...for the condition of American education?

The public tends to point to the professionals, the administrators and the teachers who work in the schools. The professionals, in turn, often look to society at large, toward other institutions including family and television, and at those who set school budgets. Researchers seem to pin responsibility on a wide variety of causes: the media, family structure and size, testing procedures, societal factors, teacher training, and such.

The debate is endless, but while the public interest waxes and wanes, the process of education continues to benefit some children while representing lost opportunities to others.

And so, whoever should take the credit...or the blame...for the condition of American education, the fact is, that the children in the classroom, their parents and other relatives, will have to live with the results.

The voucher study in East Hartford was an effort to test a theory based on whether increased parental control over the allocation of education funds would improve the quality of education and result in greater public satisfaction.

The system would operate by providing a voucher for each school-age child equal to the average per-pupil expenditure for the child's grade and school district. Parents would take the vouchers and enroll their children in a school of their choice, and the school would redeem the vouchers from the Educational Voucher Authority, usually the school board. The size of a school's budget, then would be determined by the number of vouchers it received from parents choosing to send their child to that school.

ORIGINS

It was 200 years ago that Adam Smith, who began the scientific study of political economy, suggested what is now called the educational voucher. It was Smith's idea that government should finance education, but not control it. The 18th century economist wanted parents to receive money so they could hire teachers. Smith assumed that if parents were given the money to back up their choices, they would do at least as good a job as government in educating their children.

Almost 200 years passed before the voucher concept was revived, again by individuals outside the public education establishment. In its new life, it never has been adequately implemented or supported and remains to this day an ideological orphan.

Economist Milton Friedman, considered a political conservative, first revived the idea in the mid-1950's. Then, in his 1962 book, Capitalism and Freedom, Professor Friedman argued that the way to get government out of the education business was to give parents a check or "voucher" for what it would cost to educate each child and then let the parents buy schooling on the open market. He saw little or no merit in having the government manage a monopolistic school system. In his view, government's role was to finance education and insure that schools adhere to certain minimum standards.

At about the same time, Harvard Professor Christopher Jencks was writing in such liberal journals as The New Republic about the seeming irony that ghetto school children with the greatest educational needs often got the least part of the educational dollar, while the greatest amount of money went for educating children of wealthy parents in private schools.

Jencks and his associates at the Center for the Study of Public Policy finally focused on the voucher concept as a way to change what they saw as this educational imbalance. The Center proposed that parents of children from low socio-economic or disadvantaged families should receive funds in addition to the basic voucher. These compensatory vouchers were supposed to make such children more attractive to middle class schools, combating the growing division of schools by race and economic class. The extra funds also would provide additional help in solving some of the educational problems which such children often bring to class.

Where Jencks and Friedman differed was on how the basic voucher could be supplemented. Jencks would allow only government compensatory funds to help disadvantaged children. Friedman wanted to permit parents to add their own funds to the basic voucher value and thereby purchase more expensive education for their children. Jencks and the liberals argued this would increase segregation.

Despite the differences, the plans advocated by Professors Friedman and Jencks had several things in common:

- Parents would have the final say on choosing the schools their children will attend.

- Both public and private schools could offer their facilities to parents; even schools set up for profit could compete for the voucher dollar.

- In order to pay for the schools of their choice, parents would be given certificates - vouchers - from a school board or other governing agency. The agency then would redeem the vouchers from the schools by using public funds.

- Schools would survive only if they received enough voucher income to pay their expenses.

In 1969, the federal Office of Economic Opportunity (OEO) commissioned the Center for the Study of Public Policy (CSPP) to look at the voucher concept as a way to make education more responsive, accountable and effective, especially as it applied to poor families.

The CSPP, in 1970, recommended field testing what it termed a "regulated compensatory: voucher model. Besides giving parents the right to choose schools for their children by using vouchers, the proposed model also included:

- participation by public and private schools.

- a "compensatory" voucher added to the basic voucher of poor children with these extra funds giving them more purchasing power in the educational market place.

- a random selection system for picking students for schools where applications exceed openings.

- free transportation for children enrolled at schools beyond a reasonable or safe walking distance from their homes.

- students having the right to transfer from one school to another at any time, with the recipient school getting a pro-rated portion of the voucher dollars and the students' former school losing those dollars.

- a provision that no school, whether public or private, new or already operating would have a guarantee of survival, unless voucher income covered expenses.

On the basis of the CSPP report, the OEO awarded grants to six school districts in the United States to study the feasibility of the regulated compensatory voucher plan. In five cities, the plan was rejected for a variety of reasons: fears that parental choice would lead to increased racial segregation (some of the cities were wrestling with ways to reduce existing school racial imbalances); complaints that vouchers would give state aid to parochial schools; opposition from national and local teachers groups to what they considered a bid to introduce "hucksterism" into education; lack of support of parents (minority and low-income parents had grown distrustful of OEO programs, while most middle class parents saw vouchers as a plot to destroy neighborhood schools); and a lack of state legislation which would permit private schools to participate.

Finally, in 1972, the Alum Rock School District in San Jose, California, implemented a limited voucher demonstration. The imposed limitations resulted in only six of the twenty-four Alum Rock schools participating in the demonstration at the start, with no private schools being involved because of a restrictive state constitution. Another limitation was that teachers were guaranteed job tenure and seniority rights.

In August of 1972, Congress passed a law creating the National Institute of Education(NIE) as a separate agency within the Federal Deparmment of Health, Education and Welfare (HEW). The study of the voucher concept, begun under the Office of Economic Opportunity, was shifted to NIE,

NIE has continued the Alum Rock demonstration, and it also funded studies by East Hartford's school system and seven school districts in the Manchester, New Hampshire,area.

The Alum Rock demonstration ended in June, 1976, and implementation of the voucher concept in East Hartford and in the Manchester area has been rejected.

THE RATIONALE FOR VOUCHERS

In most school systems today, if a parent is unhappy with his or her child's school, there are only two options -- both costly. The parent can move to another district or town or city, or the parent can pay for a private school. This situation means that the only people who have any freedom of choice in education are those who can afford it, either by moving to communities with attractive schools or by paying private school tuitions.

How does a child get into a particular public school in the first place? For the most part, solely because the family of the child happens to live on a street that falls within the district lines drawn for that particular school by school officials or the school board. The prime concern for drawing such district lines normally is to make them correspond to the capacity of the school and to place students close enough to the school so that they either can walk or be bussed to the school at the least cost.

So, how a child gets into a particular public school has little if anything to do with education, but the education a child gets often has a great deal to do with the school that child attends. The voucher concept attempts to base the choice of school more on educational than on geographical reasons. It uses the assumption that parents generally will make the right educational choices if given the right information and procedures for understanding that information.

Another assumption of the voucher concept is that different styles and approaches to education should be encouraged because children's learning needs differ. In short, the belief is that it is the classroom program that should fit the child, not the child who should adjust to the program.

Utilizing the information and professional counseling offered through the voucher program, parents would be able to decide where a student should go to school, what kind of a program the child would be exposed to, and what kind of educational benefits the child might logically be expected to achieve.

Since vouchers represent a fundamental shift in who controls the budget of an individual school and since this power shift affects all aspects of education, arguments for and against the concept are wide-ranging.

But while there is an ample supply of pro and con views, there are few if any facts regarding the actual implementation of a voucher system. With the phasing out of the Alum Rock demonstration, with the defeat of implementation plans in East Hartford and in Manchester, New Hampshire, and with the prospect of funding new studies dim, the chance to determine the possible benefits or liabilities of an operating voucher system is fading.

THE SETTING: EAST HARTFORD SCHOOLS

East Hartford is a community whose growth has largely stabilized. Little area is left for single-home building and apartment development has met with increasing opposition. Because of the anticipated continued decline in single and multi-unit residential construction, and a continued decline in the birth rate, the school population is expected to drop to 8,800 pupils by 1981. This compares with a high of 12,600 students enrolled in the fall of 1970.

Because of this decline, East Hartford has been in the midst of a continuing controversy over whether to close some schools. In December, 1975, the Administration recommended closing four schools which it termed small and inefficient facilities. Parents in the areas that would have been affected protested the closing of their neighborhood schools and the Board of Education voted in January, 1976 to keep those schools open.

However, the pressure from budget restrictions and a classroom vacancy rate of more than 20% has once again forced the Board to request a study of how much money could be saved by closing schools.

East Hartford has 23 schools open at present. As of Spring, 1976, some 10,699 students were enrolled in the public schools. An additional 544 students attended two catholic elementary school in East Hartford and some 368 ninth to twelfth graders attended East Catholic High School in neighboring Manchester.

There are two high schools. East Hartford High School had 1,607 enrollees and Penney High School had 1,813 enrollees as of Spring, 1976. An alternate high school, called Synergy, enrolled 45 students.

There is a mix of grades in the various elementary and middle schools. Fourteen schools have only elementary students, mostly K through 5, with a few K through 3 or 4. Three schools with elementary students also have middle school sections, while the remaining three schools have students in grades 5 or 6 through 8.

There are small and large schools, ranging from an elementary school with 119 students to a K through 8 school with 704 students. Each school has developed its own mix of program types. Some have the traditional self-contained classrooms, others use the informal open-class structure. Between these variations are combinations utilizing team teaching, continuous progress, non-graded structure and Individually Guided Education.

The two high schools differ fundamentally. One has a traditional structure and the other has a loosely structured system based on a modular scheduling.

As of October, 1975, there were 565 minority students making up 5.2% of the total enrollment in East Hartford schools. There were 291 Blacks, 187 Spanish Americans, 19 American Indians, and 65 Asian American Students. The minority population has been growing steadily; in 1973, only 3.18% of the students were so classified. However, the growth is uneven, since in individual schools the minority percentage ranges from a high of 16.31% to a low of .81%.

THE TOWN OF EAST HARTFORD

East Hartford is often called "The Crossroads of New England" located as it is about 110 miles from New York City and 110 miles from Boston. On its 18.2 square miles of land area live 57,583 people, as of the 1970 census.

The town's taxable Grand List on October 1, 1974, was $510,555,732. With a tax rate of 43 mills based on an assessed valuation of 65%, more than $21,450,000 was raised in the 1974-1975 fiscal year. The mill rate for the 1974-1975 fiscal year was increased to 44.8.

Total town revenue for fiscal 1974-1975 was more than $30,763,000 with $18,025,000 allocated to the Board of Education. A total of 59.74% of the town's budget was allocated for education.

In East Hartford and other Connecticut communities, the Board of Education determines where and how the budget will be spent. The Town Council or such similar body determines the total dollar amount that will be spent.

There was no statement of support by any member of the Council of either party for the voucher system. In fact, Mayor Richard Blackstone, a Democrat, considered urging parents to boycott the voucher plan if the Board ever approved its implementation. Blackstone argued that the plan threatened the concept of the neighborhood school, and he doubted the town's ability to pick up what he predicted would be additional costs at the end of the voucher test period. At various times during the feasibility and implementation studies, similar criticisms were expressed by other political leaders.

The Town Council is made up of nine elected members who serve two-year terms without pay. Connecticut law requires that no more than six members can be from one party, which means that in East Hartford, three Republicans are elected even though GOP votes have been declining in recent years.

The Board of Education consists of nine members who serve four-year terms without pay. Elections are staggered so that four or five seats are voted on every two years. While the Board is ostensibly non-partisan, both Republicans and Democrats endorse candidates and sometimes votes follow party lines. However, during the voucher study and votes, both parties had members for and against the concept.

East Hartford is neither suburb nor central city and has been characterized as a transition zone between each. It is separated from Hartford, Connecticut's capitol city, by the Connecticut River. However, the three bridges connecting the two communities provide access between them in a matter of minutes.

Median income in East Hartford, according to 1970 census figures, was $12,000. At that time there were 281 families living below the poverty level, 127 families living on social security or other retirement income, and 151 families living on welfare or some form of public assistance. The racial composition of the community was 98.7%.

Across the river in Hartford, termed an "aging metropolis" by some, the situation is dramatically different. An estimated 34,000 families are living on welfare, or social security...about 61% of the households. The schools in Hartford have a minority enrollment of 78.4%.

While these figures comparing East Hartford and Hartford were not often mentioned during public discussions of the voucher studies, the reality they represented could not be forgotten.

Regional school desegregation has been called for in two Federal Court suits and a decision in favor of either or both plaintiffs would include East Hartford.

The fact that these suits were pending during the voucher study raised concerns that the voucher would become a mechanism to support regionalized forced busing. It is important to note, however, that East Hartford currently participates in a voluntary busing program called Project Concern, which has sent Hartford students to the suburbs since 1968.

Section II

Feasibility Study

THE FEASIBILITY STUDY...WHY WAS IT SOUGHT?

East Hartford's school system under Superintendent Dr. Eugene A. Diggs had been exploring...and in some cases implementing...new approaches to education for several years, prior to studying vouchers.

The Superintendent's policy on autonomy gave each of the town's 23 schools a gradually increasing amount of self-direction which mostly resulted in differences in classroom organization rather than differences in educational philosophies.

In 1972, the Board decided to permit parents to benefit from the increasing choices the school autonomy policy was designed to foster. It instituted an Open Enrollment Policy which permitted some children to attend schools outside their neighborhoods. Under this policy, if space is available at the school a parent wants to transfer a child to, and if the Superintendent approves the transfer request, the change is allowed. However, parents are responsible for transporting the child to the non-neighborhood school.

Realizing that the town had two components of a voucher system already in place, East Hartfrod officials took a closer look at the voucher concept in 1973. A meeting was held with the staff of the Center for the Study of Public Policy exploring the similarities between vouchers and East Hartford's Open Enrollment Policy as well as the town's developing school autonomy.

Following a series of additional meetings between officials of the CSPP, the National Institute of Education, and the East Hartford school administrators, it was decided to seek a feasibility grant. A grant for $69,653 was awarded in January, 1974, and for the following three months East Hartford personnel made an intensive study of the feasibility of implementing vouchers.

The school system supervisor of reading, Mrs. Frances Klein, was released to assume the duties of project coordinator. Outside consultants were called on to work under the direction of East Hartford administrative personnel in the areas of school capacity, enrollment projections, transportation, legal analysis and community surveys.

A SUMMARY OF THE RESULTS OF THE FEASIBILITY ANALYSIS

CAPACITY

A consultant firm identified the architectural and programmatic capacities of all the district's schools and concluded that East Hartford has an overall excess capacity level of approximately 20% (11,225 pupils enrolled, 13,850 spaces).*

Six schools could accomodate between 0-50 transferees,** six could accomodate 51-100; seven could accomodate 101-200; and three could accomodate more than 201 additional pupils. The consultants also concluded that the pupil population of the district would decline approximately 17% in the next five years. As a result, additional excess capacity would be available for the proposed program.

AUTONOMY

The study of the decision making process for school autonomy clarified what had been developing for some five years.

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* (Excess capacity, or a greater number of pupil stations than pupils, is crucial to open enrollment because without it, it is likely that few transfer requests could be granted. This issue, as well as others mentioned in this report, are discussed in detail in the Final Report of the Feasibility Analysis).

** Only Pitkin School could accomodate zero.

It found that as a result of the Board's policy on autonomy, each individual school had the primary responsibility for developing course material, for grouping students according to needs and abilities, for selecting material and equipment, for school-day schedules, how staff was utilized, the organization of the school building, and ways of reporting pupil progress.

The study found that the Board of Education, the Central Administration and the individual schools worked together on the hiring and transfer of personnel. Teacher allocation was based on student-teacher ratios, with new teachers being selected by the school staff.

The Board and the Central Administration determined town-wide education services, major school maintenance and finances, with the Administration making financial decisions within the framework of the budget approved by the Board.

Such items as the length of the school day and the selection of custodians and secretaries were determined by contractual agreements.

ADMISSION AND TRANSFERS

Since the major impact on most parents was expected to be indirect, the rights of parents who chose not to transfer their children had to be assured.

East Hartford's experience with its Open Enrollment program had already resulted in some guidelines and procedures on admissions and transfers. During the feasibility study, these were refined and clarified.

The following transfer rules were drafted:

- All students would be guaranteed space in their attendance area school as well as in the school or schools it feeds;
- All students would have the right to finish their education in any school in which they enrolled;

- Parents would be allowed to request out-of-attendance-area transfers at four specified times during the year;
- If more pupils wished to transfer to a particular school than the school can accomodate, those to be transferred would be randomly selected:
- Students who transferred out of, but who then wished to return to, their attendance-area school would be given preference over new transferees.

TEACHER TRANSFERS

Just as parents could choose the school for their child, teachers could request assignments to the school which most closely matched their own goals and educational philosophies.

However, declining school enrollment has increasingly limited the mobility of teachers since there are fewer and fewer positions from which to choose. This meant it would have been necessary to permit a teacher to request a transfer without jeopardizing a present assignment.

This did not mean that a school principal could not have requested that a teacher be transferred out of a school, especially in light of the declining enrollments which have meant cutting back staff at most East Hartford schools.

The feasibility study produced a form on which all teachers could indicate their availability for the following year, and another form on which to request a transfer to another school if the teacher so desired. The new recommendations also provided for the updating and posting of information regarding possible vacancies.

INFORMATION SYSTEMS

As part of the feasibility analysis, a Parent Advice Team (PAT) was proposed to insure that parents were fully informed and understood the various educational choices they could make for their children. This team also was to help parents understand the process of admissions and transfers, and to help in contacts with school staff.

As proposed in the study, PAT was to serve as an Information Collection Bureau, gathering and verifying program descriptions from the schools and data from in-house evaluations. PAT also would serve as an Information Distribution Bureau, taking the descriptions and data it had collected and packaged to the homes of the parents of school children. Finally, PAT was to receive transfer request forms, process them and notify schools and parents of the action taken.

TRANSPORTATION

A consultant generated transportation routes and associated costs based on hypothetical percentages (7.5, 15, 25) of transferring students. Although the district now spends $176,872 for the transportation of typical students -- exclusive of special education and parochial school pupils -- the consultant indicated that a considerably increased transportation budget would be required for an expanded open enrollment program.

The transportation of students on a grouped basis (i.e., from school to school) could cost from $213,000 to $449,000 and up to a maximum of $1,000,000. For an individualized transportation system (i.e., pick-up near the place of residence) the cost would probably be in excess of $3.3 million. The consultant concluded, however, that it would be administratively feasible for East Hartford to operate the transportation system necessary for an expanded open enrollment program.

LEGAL ANALYSIS P.A. 122

Since the voucher program must conform to State Law, (P.A. 122) legal counsel was requested to advise the district on the compatibility of the provisions of the Voucher Program with those of P.A. 122. Counsel suggested that certain portions of the act were ambiguous and advised the district to seek clarification before proceeding with the adoption of the proposed policy.

If the district adopted a voucher program, East Hartford parents could enroll their children in "Board-certified" private as well as public schools within the town's boundaries. In anticipation of such action, a study was made of those regulations the Board might wish to adopt which would allow private schools to participate. District staff also outlined the procedures that individuals or groups wishing to create new private schools would follow. Private schools, in this context, must operate similar to public schools; i.e., they must:

1. Charge a tuition not higher than the value of the education scholarship;
2. Make information about their school's programs available to parents and the community;
3. Make such financial date available as would be required to audit the educational scholarship program;
4. Hire teachers and select pupils in a non-discriminatory fashion.

During the study, the "compensatory scholarship" requirement of P.A. 122 was analyzed. Staff concluded that it would be impractical under existing regulations for the school system's Title I funds to follow children, which would have been the case with "compensatory scholarships".

Finally, in line with the policy requirements that the Superintendent annually calculate the per-pupil cost of education in East Hartford for each level (K-5, 6-8, 9-12), the district developed a formula to reflect per-pupil costs exclusive of funds not assigned to individual schools.

The Administration drafted a statement which notes that the education scholarship will consist of three parts: instructional dollars, fixed-cost dollars, and equalization dollars.*

COMMUNITY SURVEY

In an effort to gauge community attitudes towards an expansion of open enrollment, the district conducted a number of surveys. The results indicated that parents supported the proposed program substantially (60%) and that the professional staff supported it moderately (38%). Between 4% and 15% of East Hartford families might transfer their children; most of these parents were motivated by a desire to remove their children from what they viewed as an unfavorable educational setting. Approximately 50% of the parents and 40% of the staff favored the payment of public funds to private schools under the proposed program.

THE ADMINISTRATION'S CONCLUSIONS

The East Hartford feasibility study was complex and far-reaching. Numerous mangement processes and model characteristics were developed, useful hypothetical data was gathered; and parents and school district employees were informed about the proposed program. However, some model details needed further refinement; computer programs for school budgeting and teacher and pupil transfers still had to be developed and tested; questions about transportation needed further study; the implications of a sudden termination of federal funding required additional consideration.

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* Instructional dollars include average cost of teacher, supplies, equipment. Fixed cost dollars, include utilities, insurance, bonded indebtedness, maintenance. Equalization dollars include difference in salary costs for teachers, unusual increase or decrease in enrollments and contigency funds.

In addition, parents (individuals and community groups) and staff (the teachers, Central Administration, principals, vice-principals, supervisors and directors), needed more time to think about and discuss the proposed program and the school system needed to do more surveys of attitudes regarding the proposed voucher program.

To accomplish these tasks it was determined that additional study would be required. Therefore, the Board authorized the Superintendent to seek funds from the National Institute of Education to further study and simulate operations where appropriate during the 1974-1975 school year. It also recommended that the Board engage in community discussions during the early fall of 1975 with a target date of January, 1976 for making a final decision in regard to applying for an operational grant.

During the "simulation stage", computer programming and simulated operations would be undertaken to provide the Board with a better understanding of the programs which might be encountered during implementation. Information gathered during the "simulation stage" would make it possible for the Board to make an informed final decision on the feasibility of implementation.

Section III

Implementation Study

THE IMPLEMENTATION STUDY

WHY?

While the feasibility study had answered many questions, it still left unanswered the most critical one of all: how would the voucher system actually work in East Hartford's schools? Of special concern were two areas -- transportation and the relationship of private and parochial schools to the public school system.

The National Institute of Education announced in February of 1975 a $387,371 grant to East Hartford to enable the town to carry out a study of implementing the voucher system. The grant also would be used to refine existing and proposed components of a voucher system.

NIE and East Hartford officials felt that the more questions that could be answered, the more problems recognized, the more procedures plotted out in advance, the easier actual implementation would be.

WHAT KIND OF VOUCHER SYSTEM?

While the East Hartford plan called for a regulated voucher system, it would have been the closest thing yet to what Adam Smith, Milton Friedman and Christopher Jencks wrote about.

Not only were parochial schools considered as participants, but ways of allowing parents and teachers to set up non-religious private schools were studied. While in Alum Rock, not all district schools were included, in East Hartford all twenty-two of the town's schools would have been part of the system from the start. There was even mention at one point (prior to the final decision not to implement the plan) of possibly including schools outside of East Hartford.

Other elements of the regulated voucher system also were being planned for East Hartford, including free transportation, liberal transfer procedures, random selections where students exceeded space, and limits preventing schools from requiring additional payments on top of the vouchers. Uncertain, however, was the very sensitive question of whether schools (and teachers) would survive or not solely based on the income they could generate by attracting vouchers (students).

PARTICIPATION BY STAFF AND CITIZENS

Among the initial accomplishments of the implementation study was the use of mini-grants by the staff of the town's twenty-two schools as well as the staff of three departments of the school system to conduct studies and develop programs. The staff at each school used its mini-grant to develop what they felt were their own priorities. It was an exercise in using the self-direction which the Board of Education had been trying to foster in East Hartford schools.

Many of the mini-grants were used to improve existing academic programs or institute new ones. Others were used to help teachers work in their classrooms, or work with each other.

A few were directed at more fundamental changes. The O'Connell middle school staff developed a student code of conduct and, to help promote compliance, a system of incentives based on rewards and extracurricular activities. The mini-grant funds helped create a handbook for parents and students which spelled out information about the school, its programs, the kind of attitudes and behavior expected of students and the services offered to students.

The staff at the South Grammar/Willowbrook elementary schools, which are administered jointly, worked on shifting programs to a more traditional approach. During summer workshop sessions, the staff discussed whether a child should stand and say "yes sir" or "no sir" or "yes ma'am" or "no ma'am" when speaking to adults. The staff also set very specific academic objectives for what their kindergarten through sixth grade students should have mastered by the end of a given school year as well as what they should be studying in the areas of math, reading and writing.

At the Silver Lane elementary school, which has the town's highest percentage of minority students, two innovative programs were funded by the mini-grants. One was a multi-cultural approach to observing such events as Thanksgiving and Christmas, with an aim to teaching children to respect everyone, no matter what their differences. This program also involved parents in a variety of volunteer activities, including the operation of a media center and maintaining contact with other parents.

The other Silver Lane program sought to develop a team approach using classroom teachers and other education professionals in assessing where a youngster was in language arts and math during the first month of the school year. Out of this joint assessment, goals for each student were set and the classroom teachers and resource professionals worked together to help youngsters reach those goals. The aim of this approach was to help prevent learning problems by providing a better idea of where an individual child should be.

The most extensive participation by staff members came during In-Service training carried out under the school autonomy component of the implementation study. More on that later.

INFORMATION PROCEDURES

Parent and public involvement in the implementation study came in two ways: efforts to inform and educate people about the voucher study and surveys to determine what people thought about it.

There were two levels with which the information efforts had to deal: individual parents and what they needed to know to make decisions about a youngster's education, and the townspeople as a whole and what they needed to know as their elected officials considered whether or not to implement the Parents' Choice.

The general information program consisted of some professionally prepared materials ... a slide show with an audio-tape narration explaining what the voucher concept is and why East Hartford was studying it: several pamphlets, one dealing with Open Enrollment, the other with Parents' Choice; and a series of news releases and broadcast interviews.

The slide show was used frequently at school PTA and PTO meetings and before civic and church groups. The pamphlet on Parents' Choice was distributed at such meetings as a way of reinforcing the information in the slide presentation. On hand for the meetings were the staff of the Parents' Choice project and teacher volunteers often with other school administrators, to answer questions from the audience or clarify points.

The Parent Advice Team members also used the materials at smaller meetings of parents and interested residents. But the major role of the Parent Advice Team was to help parents with their individual problems and decisions. This information to parents became one of the five components of Parents' Choice.

THE FIVE COMPONENTS

Because of its complexity, the plan was divided by the Parents' Choice project staff into five components. This was to enable the implementation studies to be done in a reasonable amount of time and also to help in explaining the plan to the Board of Education and the public.

A report was issued on each of the components.

INFORMATION TO PARENTS

An important part of any voucher system is making sure that parents, when they are making a choice between schools, have enough information to make a good decision and fully understand that information. Equally important, since there is an element of competition among the schools in a voucher system, that information must be objective and accurate and it must cover roughly the same areas of concern for all participating schools so that valid comparisons can be made.

This difficult assignment was given to the Parent Advice Team (PAT), three para-professionals who would work with the PAT Coordinator, in order to collect, arrange, verify and distribute information about the town's schools. The PAT field workers were hired in May of 1975, and after some orientation, began assembling information packets.

The major piece of material was the third edition of the "Our Schools" booklet. Descriptions of the town's twenty-two public, one alternate and two parochial schools were written in a fairly uniform manner to help parents make comparisons between programs. But the language used was often too professional, some descriptions were vague and the over-all impression was an apparent lack of significant differences among the schools.

The implementation study recommended that the PAT team handle the collection and verification of future "Our Schools" booklets so that the information would be consistent, uniform and reliable.

Other information in the packet distributed to the 7,000 homes in East Hartford with school-age children was a pamphlet explaining the existing Open Enrollment program and transfer forms. Due to delays in grant funding and material preparation, the packets were not given out until the last week of June. Future distributions would have been targeted for March so that parents could use the information while visiting schools and consulting with school staff and still have enough time to submit applications by the May 30th deadline for transfers in September.

The PAT team worked out of an office located at a small shopping center in town, providing additional information to parents in person and over the telephone. Some of the information requested did not concern Open Enrollment transfers or the Parents' Choice plan, indicating that the PAT team sometimes acted as an information and referral bureau for the school system.

The implementation study recommended that such information and referral services continue even if Parents' Choice was not implemented. It also was suggested that the Board of Education consider developing the PAT team so it could function as the system's ombudsperson.

Continuing to locate the PAT team in a central location, accessible to the public and open when schools would normally be closed, also was recommended. It was felt that the role of the PAT team and its relation to the schools and to parents required it to be located in a "more neutral" site.

OPEN ENROLLMENT

The PAT team's most direct impact was on the Open Enrollment program, where the number of transfer requests rose to 160 from the previous year's total of about 100. The Parents' Choice staff felt this was a significant rise despite the late distribution of material and the requirement that parents provide transportation for the children to the out-of-district school.

While the basic attendance rights of all students remained the same as those proposed in the feasibility study, changes had to be made in the transfer rights, especially where the deadline for submitting applications was involved. This was because some parents were not aware of the deadline, some families moved into town after the deadline but still wanted to participate in Open Enrollment and emergency situations (such as a death) altered family situations and required an immediate transfer. The need for flexibility was provided by handling all transfer requests received after the deadline on a first-come first-served basis. Those meeting the deadline, but involving a school where there were more transfer requests than spaces, were subject to the random selection outlined in the feasibility study.

The only other change in the transfer rules involved the two high schools, where requests were limited to the periods prior to the start of the school year and between the first and second semester. This was done to avoid the possible loss of credits by students in the high schools, who take courses for a semester. In the other schools, the transfer periods continued to coincide with the marking periods of September, November, January and April.

Another conclusion of the implementation study was that transfer requests were spread more or less evenly system-wide, both into and out of individual schools, with one exception. That was the Silver Lane School, which is close to two day-care centers and therefore is popular for working parents who have kindergarten age children. While many transfer requests appeared to be based primarily on non-education reasons, still some 20% of the applications were made because parents wanted a different educational program for their children.

SCHOOL AUTONOMY AND VOUCHER VALUES

As mentioned earlier in this report, the most extensive staff participation involved In-Service training dealing with school autonomy. The aim was to improve communications within the school system and between school personnel individually and with parents, especially when they dealt with problem solving, decision-making and conflict management.

The In-Service training focused on the diversity in the East Hartford school system, how to develop it at the building level, recognize the alternatives present and to come, and make appropriate choices. The sessions sought to develop skills on using groups, managing conflict, solving problems and making decisions at the building level.

Over a five month period, the Central Administration staff, principals, supervisors and teams of teachers from each of the participating schools' were involved in aspects of the In-Service training. There also was a brief presentation for school secretaries. All in all, more than 20% of the school system's staff participated.

Consultant staff reported that after some initial suspicion that the In-Service program was an effort to "sell" the voucher system, progress was made on implementing the goals. Many of the staff members reported that the skills of defining and solving problems and of communicating which were sharpened at these sessions proved to be of immediate use, both personally and in the classroom.

However, these sessions did turn up a sense of confusion and conflict about the role of principals and teachers in running a school and a definition of building autonomy on an operational level was only completed by the end of April, 1976.

Of some concern to principals was the amount of money they would get from vouchers if Parents' Choice was implemented. The school system used the 1975-1976 budget figures to come up with simulated voucher values.

The gross budget totaled $18,697,852. From this was subtracted such costs as debt service, school maintenance, special education and health services... a step taken to insure that schools with older, more inefficient buildings would not be penalized, as well as a step to insure no cutback in the level of services at any individual school if Parents' Choice was implemented.

The $15,339,404 adjusted gross budget was then distributed to the twenty-two public schools and each school's share was then divided among the four grade categories (K, 1-5, 6-8 and 9-12) within that school. Then the sum of the dollars allocated to each grade category from all twenty-two schools was divided by the total enrollment in each grade category, yielding the four voucher values.

Kindergarten - $ 676.95 (low because children attend only half-days)

Grades 1-5 - $1,372.12

Grades 6-8 - $1,499.23

Grades 9-12 - $1,666.03

The voucher accounting setup also developed a method of equalizing salary accounts from school to school. Parents' Choice project staff proposed this equalization so that no school could benefit from "trading in" teachers at the high end of the salary scale for teachers at the low end, or get rid of high-salaried teachers in order to use the funds saved for other purposes. The equalization formula did this by stipulating that a school cutting a teaching position would get only the minimum teacher salary amount as reimbursement.

The accounting procedure also planned to reimburse the schools on a monthly basis, enabling quick adjustments for transferring, incoming and departing students. To take care of start-up costs of a new school year or in handling a new student, 20% of the voucher value would have been given a school in September for each enrolled student or at anytime when a student new to East Hartford was enrolled. The rest of the voucher value would have been paid in monthly installments of 10% ending May 1st.

TRANSPORTATION

Since a basic assumption of the Parents' Choice plan was to provide the best-suited educational environment for each child, anything that limited the choice of school would negate much of the plan. Free transportation for children attending out-of-district schools was considered essential. To limit the program to those parents who could afford to transport the children themselves would, in effect, deprive most parents who might want to participate of the opportunity to do so.

A 1974 study done as part of the feasibility study came up with figures ranging from $213,000 to $3,000,000 to provide a free town-wide school bus system depending on the percent of students bused. That study used hypothetical data and random selection techniques.

As part of the implementation study, live data from the 1975-1976 East Hartford school enrollment was used, resulting in what the Parents' Choice project staff felt were more reliable cost estimates.

Based on the results of computer simulation, it was estimated that to provide transportation to the 147 students attending out-of-district schools in 1975-1976 would have cost $50,000 above the basic budget of $176,872. This represented the cost of an additional two buses and four vans, which, however, would only have been used at 30% of capacity. If the vehicles were used, instead, at the average capacity rate of 70%, then 350 students could have been bused for the same $50,000 cost. Also, converting the four vans to buses would have added about $3,000 to the additional cost, but allowed up to 900 students to ride on buses to out-of-district schools.

The study found that cost savings would result if minor alterations were made in school bell times. Using the bus system for the 1975-1976 school year, but starting classes later at eleven schools and earlier at four schools, buses would have been able to make longer runs or more runs. Therefore, two buses could have been eliminated at an annual saving of $17,000.

Other economies were predicted from lifting the restriction that children ride the same bus both morning and afternoon and creating a bus stop identification and transportation status code for each child.

Based on the simulation study, the Parents' Choice project staff felt that the Board of Education could implement a free town-wide school transportation system without pushing costs higher than the town could assume when federal funding for voucher buses ran out at the end of five years.

PARTICIPATION BY PRIVATE AND PAROCHIAL SCHOOLS

There was one component that drew national interest and that clearly was the most controversial: the inclusion of East Hartford's two parochial elementary schools in the Parents' Choice plan.

When the possibility of this happening became known during the feasibility study, such groups as the American Civil Liberties Union and the National Association for Separation of Church and State promised court tests to block the inclusion of St. Rose and St. Christopher schools.

The cost of fighting such suits became a concern to the town and its school officials. The federal government finally met this concern by promising to pay the costs of fighting those suits, with the United States Department of Justice arguing the case on the side of the probable defendants: the Town of East Hartford and its school system, the State of Connecticut and the Federal Government.

The outcome of such a legal battle could only be speculated on by East Hartford school officials. They were aware that the United States Supreme Court, which would likely make the final decision in an East Hartford case, had ruled unconstitutional the giving of public funds directly to religiously-oriented schools.

But they also were aware that the high court had held constitutional the use of public funds to provide textbooks, transportation and health services to parochial students. What kind of use of public funds would the Supreme Court decide the voucher was?

The Parents' Choice staff felt that the financial aspect of the voucher plan might stand up in a court test. They noted that under the present setup, school funds flowed from the Central Administration to the schools, with the parents not directly involved. Implementing the voucher system would introduce a new element into the flow of funds: parents. They would determine where the money went and the parents and the schools chosen by parents would get much of the power over finances.

Would the court look on voucher money as going to individual parents, with each parent being treated exactly like any other eligible parent? If so, Parents' Choice, it was hoped, might not be a violation of the separation of church and state. Or, would the court view the plan as an indirect, but still illegal, way of aiding religiously-oriented schools?

One way to emphasize the aspect of parental power and parental right to choose, the staff felt, would be the inclusion of secular private schools. East Hartford has no secular private schools but the Parents' Choice project might have changed that.

Had it been implemented, the project would have provided funds to interested individuals or groups to study the feasibility of setting up alternative schools. Grants also would have been available to lease and renovate facilities and to get the basic equipment to start up private schools.

That implementation study sought to determine parental interest in such a private school by polling some 3,000 East Hartford residents having children nine years of age as of September, 1976. (This was because the study group felt a K through 6 school would be the easiest to set up privately.) By January, 1976, parents of 252 children had responded positively to the idea, while parents of 79 children had indicated some interest.

Other parts of the study concluded that a facility for a private school could be found in East Hartford, "although it may be less than completely desirable."

And adequate staffing for such a school was seen as no problem, especially since some East Hartford Public School teachers had expressed interest in moving to a private school if it was established. All standard support services, including transportation and food management services also were found to be readily available. Finally, the study did not find any community attitudes or special conditions which would work against a private school ... in fact, the study found the climate in Connecticut, Greater Hartford and East Hartford mostly favorable to such an undertaking.

Therefore, the implementation study concluded that it would have been feasible to create a private school to become part of the choices for parents in the town's voucher program.

THE SURVEYS

How did the people of East Hartford feel about vouchers? Both the feasibility and the implementation studies sought to find out the answer through the deadlines set during both studies prevented the logical strategy of completing and publicizing the results of the studies, then polling the town's population.

Another problem was that no two surveys coincided in structure, the number of questions asked, or the wording of the questions. This made it difficult to determine if any progress was made in clarifying issues or in changing attitudes.

In both the feasibility and the implementation studies, there were three major surveys: an in-home poll of a randomly selected group of parents, a questionnaire which went to all school staff, and a mail survey. The mail survey was sent to all East Hartford parents during the feasibility study: during the implementation study, it went to all households in East Hartford.

The in-home interview of 206 parents in the feasibility study covered 30 questions. For the implementation study, 21 questions were asked of 416 parents. Since this was a scientifically selected sample, the Parents' Choice Staff and the consultant surveyor felt it was the most accurate.

Eight questions were answered by 2,100 of the 8,000 parents who received questions mailed to them during the feasibility study. Twenty questions were answered by 3,467 of the 18,677 households receiving a mail survey during the implementation study.

During the feasibility study, 481 of 776 teachers answered a survey containing 55 questions. The implementation survey of 40 questions was sent to all 1,100 staff members, with 573 answering it.

The East Hartford Education Association (EHEA) asked ten questions of its 522 members during the feasibility study, receiving 300 responses to the poll. During the implementation study, the EHEA received 468 responses from 700 teachers asked five questions.

It is possible, through some admittedly subjective interpretations, to get a kind of comparison between the surveys conducted during the feasibility and implementation studies. The aim is to find out if there was any change in how the various "publics" viewed the five components. Also to aid the comparison, we lumped some responses together under a "yes" and "no" heading rather than four or five-part headings.

The results are in the following table:

COMPONENT	RESPONDERS	FEASIBILITY		IMPLEMENTATION	
		YES	NO	YES	NO
Information	Parents	97	3	87	13
	Public	88	10	72	28
	Staff	94	5	68	32
	EHEA			59	41
Open Enrollment	Parents	60	40	70	30
	Public	62	22	56	44
	Staff	38	62	63	37
	EHEA	19	81	29	71
Autonomy	Parents	74	26	73	27
	Public	66	26	58	42
	Staff	73	22	60	40
	EHEA			43	57
Transportation	Parents	64	36	52	48
	Public			31	69
	Staff	57	43	32	68
	EHEA			16	84
Private and Parochial Schools	Parents	48	52	56	44
	Public	36	59	46	54
	Staff	40	60	33	67
	EHEA			21	79

The most striking conclusion from this comparison is the erosion of staff support for all but the open enrollment component, and the relatively stable support shown by parents for all five components.

WHY DID THE BOARD VOTE NO?

In the April, 1976 edition of [1]"American Education", Dr. Harold L. Hodgkinson, Director of the National Institute of Education stated: "People are unhappy, they want more control over their lives and one of the areas in which they have the best chance to get it is in the education of their children."

Since the voucher concept was designed to give parents more control over their children's education it is difficult to explain why the project was rejected in East Hartford. The critics of the Parents' Choice Project raised a wide range of reasons why the program should not be implemented but, their reasons were merely the surface issues. The underlying theme throughout the debate of the voucher concept was the public's lack of trust in governmental institutions. In the same article quoted, Dr. Hodgkinson also points out that the public has "lost faith" in governmental institutions including the educational system. The fact that the voucher concept would give people greater control over their lives was never given serious consideration by the people of East Hartford. The greatest concerns were that the federal government would take over the local schools and that the voucher was simply "another unneeded program" being forced on the public by the local school administration. In essence, the people of East Hartford did not reject the program, but rather they rejected the governmental agencies that supported the program.

WHAT WAS GAINED?

Even though the voucher program was defeated, it is felt that the study has resulted in significant gains for both the East Hartford Public Schools and the field of public education. The study has provided East Hartford with improved budgeting, transportation and student management systems, all of which can be

[1]"American Education", United States Department of Health, Education & Welfare, Office of Education, Page 13, April, 1976.

utilized by other public school systems. The parent information material and In-Service training have greatly increased the potential for parental involvement in the East Hartford schools. While the concept of vouchers may be dead, the idea of providing a choice among educational alternatives is clearly alive both in East Hartford and in many other communities. Any program which is designed to provide parents with a choice among educational alternatives can benefit from a thorough examination of the East Hartford Public Schools Parents' Choice Project.

A REPORT ON
EDUCATION VOUCHERS
IN
EAST HARTFORD, CONNECTICUT

PREPARED FOR THE NATIONAL INSTITUTE OF EDUCATION

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Section I

Open Enrollment

OPEN ENROLLMENT

In December of 1973 the East Hartford Board of Education proposed and then tabled the following amendment to the Open Enrollment Policy:

> AMENDMENT TO TRANSFER POLICY
>
> "Parents of a student in the East Hartford Public Schools may choose to have their child attend a school in East Hartford other than the school in the attendance area of their residence. The Superintendent of Schools would grant such a request provided the receiving school has space available based on its pupil-teacher ratio. Where requests to attend a given school exceed the space available, students shall be selected on a random basis guaranteeing equal access to all. Families with children in school as of October 1, 1973 shall have preference in attending the school in their school attendance area."

It was one of the goals of the Parents' Choice Project to simulate the systems that would be needed if this expanded policy were to be implemented. Specifically this general goal was subdivided into the tasks of defining consistent and workable transfer rules, determining the data that would be needed to compute seats available, and developing a student management system.

TRANSFER RULES

During the simulated transfer period the realities of life required that some modification be made of the transfer rules proposed in the Feasibility Analysis. While random selection was utilized when there were more applicants than there were seats available, it was found that the random selection required the use of transfer deadlines and that these deadlines presented problems. A few of the difficulties encountered were: 1) a number of parents were not aware of the deadlines and submitted "late requests" which technically could not be honored; 2) some families moved into the town after the deadlines and wanted their child to attend a non-neighborhood school; 3) emergency situations occurred where a family's circumstances changed drastically (death in the family, etc.) creating the need to effectuate an immediate transfer. It was determined that the transfer system would have to become flexible enough to account for these circumstances. Essentially the need for the random selection was accepted and the deadlines were maintained; however, all requests received after the deadlines would be honored on a first-come first-serve basis.

The only other modification made in the transfer rules concerned the transfer periods. While the marking period dates (September, November, January and April) were maintained for the K-8 grades, it was necessary to alter the dates for the high schools since high school courses are given on a semester basis, and transferring within the semester could jeopardize course credit. It was determined that educational continuity would best be maintained if high school transfers were permitted only prior to the beginning of the school year and between the first and second semester.

The following transfer rules were based on the framework developed in the feasibility study and incorporate the changes which were required in the simulation period.

TRANSFER RULES FOR PARENTS' CHOICE 1976

1. Any child residing in East Hartford is guaranteed the right to attend the elementary, middle or senior high school in his attendance area.

2. Any parent/child/guardian has the right to request a transfer to a school other than the school in his attendance area.

3. Students wishing to return to their attendance area school, will be given preference after students currently in attendance are placed.

4. A student who transfers from his attendance area school retains attendance rights at schools with higher grade levels in his attendance area.

5. A student transfer will be approved only when there are seats available.

    a) The building administrator and his/her staff will determine their program capacity by grade.
    b. Seats available will equal program capacity minus enrollment by grade.

6. Requests for transfers in September should be submitted by May 30th. These requests will be processed and parents notified by June 15th. If the requests received by May 30th exceed the space available, students shall be selected on a random selection basis. Those requests that are not honored by random selection basis will be assigned a rank number with the lowest number being the first to be selected when a seat becomes available.

7. All requests for transfer submitted after May 30th, in buildings or classrooms where seats are available, will be approved on a first-come, first-serve basis. Note: If there are no seats available, these requests will be ranked according to the order in which they are received and will follow those that were ranked by random selection.

8. Parents are encouraged to keep children in a school for a period of at least one year for educational continuity.

    However, parents may transfer their child (in grades K-8) for the marking periods beginning September, November, January and April. Parents of high school children may transfer their child prior to the beginning of the school year and at the beginning of the second semester. The first transfer may be accomplished without any conferences or interview by the school. Subsequent transfers within the year may be made only after a conference between the parents and some combination of the following people: principal, teacher, members of the school Planning and Placement Team and student.

9. Once a student is enrolled in a school other than his home attendance area he has the right to remain until the last year is completed in that school.

10. Any student whose family moves to a different attendance area during the school year may choose one of three options:

    a) enroll in new home attendance area school;
    b) remain in the out-of-attendance-area school until the completion of the school year;
    c) remain in the out-of-attendance-area school until the last grade in that school is completed.

11. Transportation will be provided by the school district.

12. All exceptions to these rules must have the approval of the Superintendent of Schools or his designee.

TRANSFER DATA

The data compiled from the transfer period which began June 30, 1975 and ended September 1, 1975 indicated that the system wide distribution of transferring students was fairly even. The only obvious exception was that of Silver Lane School which had a total of 28 requests. Silver Lane's popularity can be explained because 18 of the requests were for the kindergarten level and involved parents who wished to use the day care services provided by the two day care centers located in Silver Lane's district.

The grade level distribution of transferring students indicates that parents were more likely to request transfers for their children in elementary grades (55) than for children in either the middle schools (22) or high schools (29). Once again, the need for day care services for younger children seemed to be the primary factor that accounted for the larger number of elementary school requests. It is important to note that 36% of the parents indicated that they requested transfers because of a need for day care services.

TRANSFER DATA SUMMARY

TRANSFER REQUESTS

Total Requests	146*
Total Approved	97
Total Denied (No space available)	30
Total Denied (Request submitted after August 1st deadline)	19**

*The total of one hundred forty-six (146) requests represents 32% increase over last year's total requests (as of September, 1974).

**The previously mentioned change in the transfer rules (rule #7) enabled the approval of these requests.

Total Requests to Enter Each School By Grade

Grade	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Penney										3	1	1	4	9
E.H.H.S.										7	4	5	4	20
O'Brien							0	1	2					3
O'Connell							0	1	3					4
Pitkin							3	3	0					6
Center	1	2	1	1	2	1	1	1	3					13
Hockanum	1	0	1	1	1	1	2	0	0					7
Sunset	0	0	0	0	1	0	1	0	1					3
Barnes	0	0	0	0	0									0
Burnside	5	1	2	1	4	0								13
Goodwin	3	0	1	1	0	1								6
Langford	1	1	1	0	0	2								5
Mayberry	0	1	0	1	0	1								3
McCartin	0	0	0	0	0	1								1
Norris	2	1	1	2	2	0								8
Sec.North	1	2	0	0										3
Silver Lane	18	4	4	1	1	0								28
Slye	0	0	0	0	0	0								0
So.Grammar	1	0	0	0										1
Stevens	4	1	1	0	0	0								6
Willowbrook					0	0	0							0
Woodland	3	1	0	1	2	0								7
TOTAL														146

Total Request to Leave Each School By Grade

Grade	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Penney										7	4	5	4	20
E.H.H.S.										3	1	1	4	9
O'Brien							1	0	3					4
O'Connell							0	0	0					0
Pitkin							0	0	4					4
Center	10	4	3	0	5	0	0	1	2					25
Hockanum	1	0	0	0	0	1	3	3	0					8
Sunset	4	2	1	0	0	0	2	2	0					11
Barnes	2	0	0	0	0									2
Burnside	3	5	2	3	0	1								14
Goodwin	2	0	0	0	0	0								2
Langford	0	0	0	0	0	0								0
Mayberry	0	0	1	0	2	1								4
McCartin	4	1	1	1	1	2								10
Norris	2	0	0	0	0	0								2
S.North	2	1	1	3										7
Silver Lane	3	1	0	0	2	0								6
Slye	0	0	0	0	0	0								0
So.Grammar	5	0	3	1										9
Stevens	0	0	0	0	0	0								0
Willowbrook					2	1	1							4
Woodland	2	0	0	1	1	1								5
TOTAL														146

TOTAL REQUESTS BY GRADE LEVEL

Grade	Number of Requests
Kindergarten	40
First	14
Second	12
Third	9
Fourth	13
Fifth	7
Sixth	7
Seventh	6
Eighth	9
Ninth	10
Tenth	5
Eleventh	6
Twelfth	8
TOTAL	146

Reason for Transfer Requests

Percentage of those responding to questionnaire
(n = 123)

36%	Babysitter or Day Care Center near school.
5%	Moved during the school year and would like to finish the year in that school.
23%	Prefer a different educational program.
2%	Prefer different physical facilities.
6%	Prefer different school staff.
11%	Prefer my child have the opportunity to make new friends.
17%	Other.

DETERMINATION OF SEATS AVAILABLE

The following formula was developed for determining seats available:

SEATS AVAILABLE = PROGRAM CAPACITY - CURRENT ENROLLMENT

The most significant factor was how program capacity was to be defined. Under the concept of building autonomy it was clear that a school's capacity was a function of its program which in turn had to be determined by the building principal. In order for the transfer process to operate it would have been necessary for principals to indicate prior to May 30th their program capacity by grade level for the coming school year.

STUDENT MANAGEMENT[1]

The operation of the East Hartford Parents' Choice Program would require the accounting of student data including vital information, program information, and financial information. Such data would be required of the general student population as well as of those students who actually transfer.

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[1] Educational Resources and Development Center Report, University of Connecticut, January, 1976.

The following components would be necessary for the implementation of the Parents' Choice Program.

1. Information systems and subsystems; a frame of reference for the student management system.
2. The student management system; foundation, development, components, output reports, data collection forms, and time-line.
3. Enrollment projections to 1981-82 (historically from 1970-71) required for financial and management decisions, and service as a base for student transfer data.
4. Capacities; a summary of existing capacity information for assessing the availability of "spaces" for the transferring students.

INFORMATION SYSTEMS

Any information system must be viewed as an aid in the process of decision-making. As a tool in the decision-making process, the elements of any information system must be clearly understood, lest the system becomes its own end. Certain criteria for establishment of an information system must be identified and adhered to. These criteria would include:

> Purpose: Why is the information needed? Why is the information system needed? Why is each data element needed? These questions should be used to identify and define output reports.
>
> What: What information is needed? Given the purpose of the information system, what data elements are necessary to facilitate that purpose?

Use: How is the information to be used? An information system must suggest the uses and applications of the data it provides. This is accomplished through the identification of output reports.

When: When is the information needed? An information system must, through its design (1) collect data when it becomes relevant, and (2) deliver data (information) when it is required for decision-making.

Who: Who will use the information? Users of specific output reports must be identified to avoid lists of irrelevant data circulating to individuals.

Where: Where should the data be collected? Who will provide the source of each data element? How will this data be entered into the information system?

Cost-Benefit: What would be anticipated costs of the MIS in relation to the anticipated benefits of the MIS?

Information systems consist of three main phases: (1) data collection, (2) data input, storage and processing, and (3) information retrieval and dissemination.

1. Data Collection: Tasks involved under data collection are: (a) the identification of the sources of data elements, (b) the form or forms to be used in collecting data, (c) a timetable for the collection of data, and (d) translation of data from human-readable to machine-readable form (programming).

2. Data input and processing: The computerization of the collected data into a data file is the major task. The data from an appropriate machine-readable format must be programmed for storage in a computer data file. Input format and storage locations must be developed.

3. Information retrieval and dissemination: Output reports based on the data file must be identified. Programs for retrieving output reports from the data file must be developed. Dissemination of output reports must be based on requirements of users.

INFORMATION SUBSYSTEMS

Decision-making in educational organizations generally requires information from some combination of five areas: (1) pupil, (2) personnel, (3) program, (4) finance, and (5) facilities.

1. Pupil: The utility of data should guide the development of a student management system (pupil subsystem). Among the categories that should be included are: pupil educational records, scheduling, pupil statistics, grades, and attendance records.
2. Personnel: Information regarding certification, assignment, salary, etc., should be included in a personnel subsystem.
3. Program: Program subsystems include the identification of curriculum areas, scope and sequencing, capacities and program monitoring and evaluation data.
4. Finance: Budgeting, payroll, accounting (expenditure and revenue), and tax information are parts of a financial subsystem.
5. Facilities: Capacities, equipment, allocation of fixed and mobile resources are included in a facilities subsystem.

SYSTEMS INTEGRATION

Maximum benefits and efficiency would be achieved when individual subsystems are properly integrated. A properly integrated network of subsystems can minimize the amount of information required for collection and dissemination, and reduce unnecessary duplication of effort. Systems integration requires three components: (1) standardized coding, (2) file linkage, and (3) output integration.

1. Standardized Coding: This is a necessary prerequisite for subsystem integration. A course code, for example, must be identified by the same code in the student management subsystem as it is in the program subsystem or elsewhere on the integrated information system. This necessitates the establishment of a standard coded definition file as a common basis for all subsystems.

2. File Linkage: A file is merely an associated group of data elements pertaining to a particular pupil, personnel, program, finance activity, or facility. Each file must be capable of being related or "linked" to other files in order to easily associate or cross-reference groups of information. For example, if the code for a location (e.g., a classroom) in the student management subsystem is the same as the code for the congruent location in the personnel subsystem, information output relating teacher data to student data will be facilitated.

3. Output Integration: The programming of output sets must utilize a common "language" of coding in retrieving and compiling information from the various subsystems. Not only must definitions of codes by standardized for input through output, but terms such as "course", "instructional program", etc., must have standardized usage in all output programs.

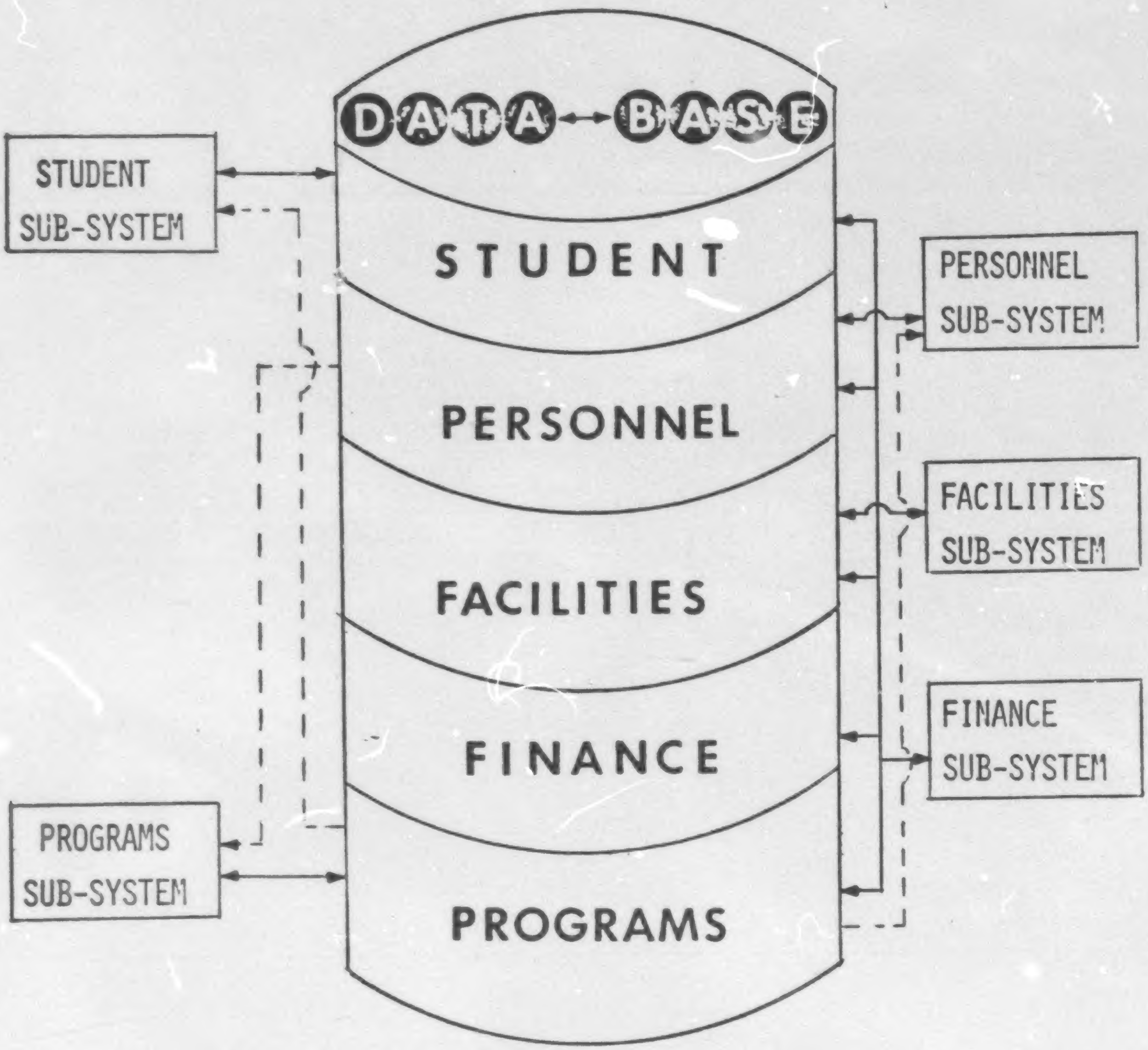
AN INTEGRATED INFORMATION SYSTEM

Assuming we have achieved system integration, at least in the definitional sense of congruent coding throughout the subsystems of the information system, we can then refer to a singular data base or file, the subsystems of which are defined essentially by the nature of the input procedures and output programs which we developed to meet our retrieval needs.

Figure 4.1 represents a conception of such a singular data file (data base). Also represented in Figure 4.1 are the relationships among the data file and the five subsystems. In actual operation, the five subsystems would represent five categories of output reports. Each subsystem may consist of a number of output reports designed to meet the specific needs of the users.

EAST HARTFORD PUBLIC SCHOOLS
PARENTS' CHOICE PROJECT
INTEGRATED INFORMATION SYSTEM

FIGURE 4.1


DATA BASE
STUDENT SUB-SYSTEM
STUDENT
PERSONNEL SUB-SYSTEM
PERSONNEL
FACILITIES SUB-SYSTEM
FACILITIES
FINANCE SUB-SYSTEM
FINANCE
PROGRAMS SUB-SYSTEM
PROGRAMS

The input/output framework of computerized information systems would require the identification of variables, relationships, and parameters within each subsystem as well as between subsystems.

Variables are those elements (usually input data) that vary over time. Relationships are mathematical statements which describe the effect two or more variables considered together have on a third or new variable. Parameters either set limits on the effects of relationship (or on the input variables themselves), or in some manner establish priorities for the consideration of variables or relationships.

1. Variables: Variables may be considered either status, decision, or environmental variables. (1) Status Variables reflect the state of affairs at a point in time. Status Variables may define the status of resources such as enrollment, number of teaching stations, etc., or they may define the status of policy such as pupil course load, class size, etc. (2) Decision Variables essentially change or modify policy status variables. Decision Variables are those over which administration has control or power to change. For example, class size limits may be changed as a decision variable. (3) Environmental Variables are largely beyond administrative control. The rate of inflation, pupil survival rates from grade to grade, etc., are environmental variables.

2. Relationships: The relationships between variables must be defined mathematically in terms of natural, or desired effects on third variables or the creation of new variables (i.e., the generation of new data). The internal computations of remaining voucher dollars per student will result from a pre-defined relationship amongst several input variables. The intital voucher amount itself, considered in this model to be a decision variable, may well be adjusted midyear as a result of changes in other variables (e.g., marked rise in mid-winter fuel costs) which through a series of connected, pre-defined relationships necessitate a change in expenditures per pupil.

3. Parameters: Parameters are of two types. Type 1 parameters establish limits either on output items, such as a limit on the number of teaching positions to meet program needs; or on internal considerations when defining relationship of variables, such as a maximum limit on the dollar

> voucher amount. Type 2 parameters establish priorities for choosing between either conflicting output items or for weighing input items. Parameters act as red flags or warnings that human intervention is required before a program may continue.

DECISION-MAKING

The various subsystems and any output reports generated by an integrated information system should exist for one reason: to provide decision-makers with the appropriate kinds of information needed to facilitate the decision-making process. Figure 4.2 illustrates a model for integrating the five subsystems of management information system (MIS, which we have herein referred to as an integrated information system) into the greater decision-making process.

The basic flow of this model (left to right) may be stated briefly as follows:

(1) The school system must organize to service the enrollment of students.

(2) The needs of the enrollment must be translated into programs and students distributed to this program.

(3) & (4) The staff needs and facility needs to meet the designed program must be delivered to the students enrolled in the program.

(5) The costs of these components must be identified and disbursed.

The model seeks to account for changes which may render output reports ineffective in terms of decision-making, by establishing channels of "feedback" through which both changes in variables (status, decision, and environment) and inadequacies in output reports could be directed to adjust the information system.

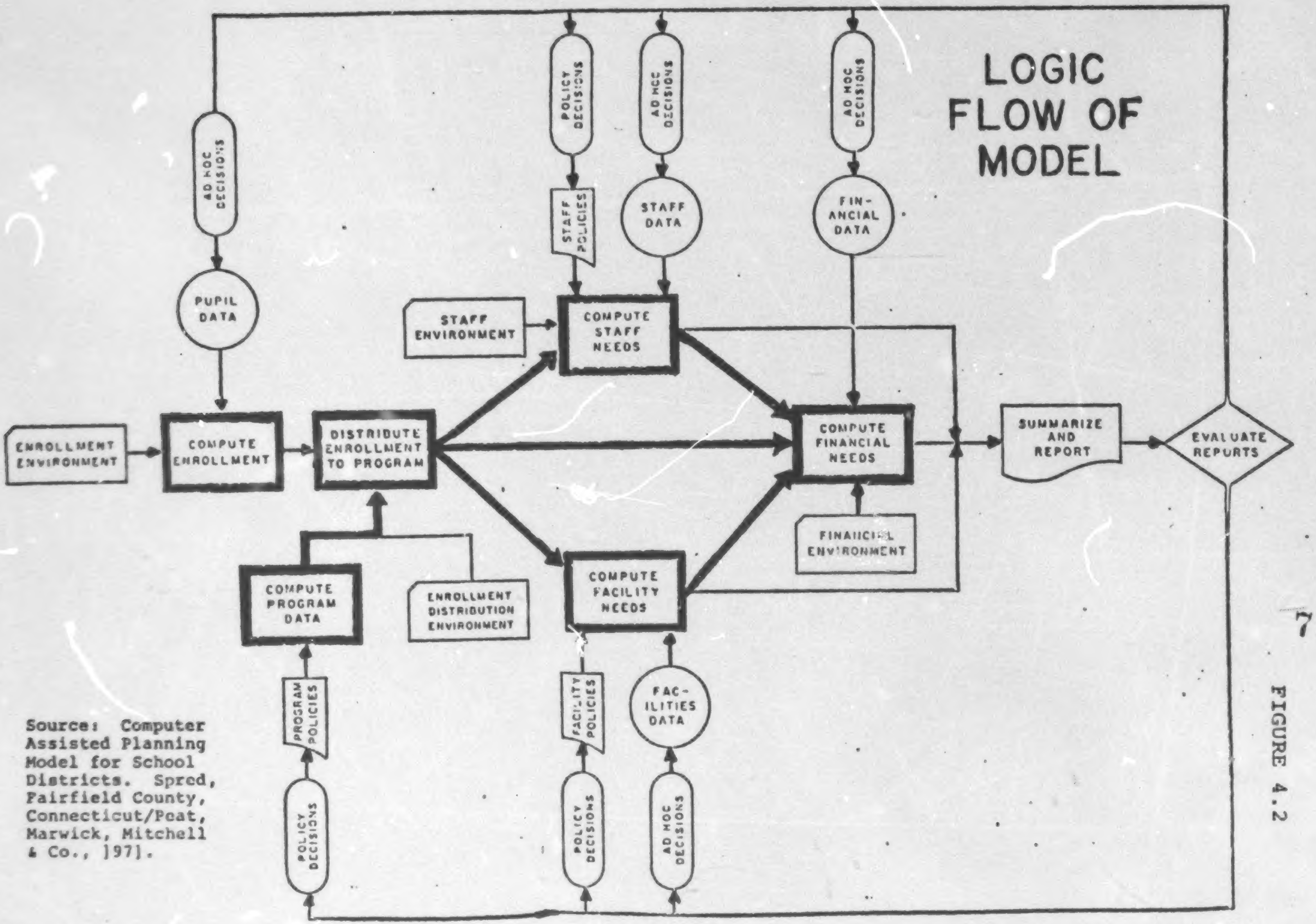
STUDENT MANAGEMENT SYSTEM

FOUNDATION

As an integral part of a total information system, a student management system must adhere to the guidelines that have been set forth in the section on

EAST HARTFORD PUBLIC SCHOOLS PARENTS' CHOICE PROJECT

LOGIC FLOW MODEL


LOGIC FLOW OF MODEL
AD HOC DECISIONS
PUPIL DATA
POLICY DECISIONS
STAFF POLICIES
AD HOC DECISIONS
STAFF DATA
AD HOC DECISIONS
FIN-ANCIAL DATA
STAFF ENVIRONMENT
COMPUTE STAFF NEEDS
ENROLLMENT ENVIRONMENT
COMPUTE ENROLLMENT
DISTRIBUTE ENROLLMENT TO PROGRAM
COMPUTE FINANCIAL NEEDS
SUMMARIZE AND REPORT
EVALUATE REPORTS
FINANCIAL ENVIRONMENT
COMPUTE PROGRAM DATA
ENROLLMENT DISTRIBUTION ENVIRONMENT
COMPUTE FACILITY NEEDS
PROGRAM POLICIES
FACILITY POLICIES
FAC-ILITIES DATA
POLICY DECISIONS
POLICY DECISIONS
AD HOC DECISIONS

Source: Computer Assisted Planning Model for School Districts. Spred, Fairfield County, Connecticut/Peat, Marwick, Mitchell & Co., 1971.

FIGURE 4.2

information systems. The following section represents a taxonomy of assumptions, in relation to six guidelines of an integrated information system, as they apply to the present needs of the East Hartford Public Schools (EHPS).

1. Purpose: The reasons why East Hartford Parents' Choice needs the information offered by an integrated student management system are listed in Column A of Table 4.1 (not necessarily in the order of importance).

2. Kinds of Data: The types of information that must be gathered to meet the needs expressed in Column A are identified in Column B of Table 4.1.

3. How is the information to be used? Essentially, this asks us to identify the output reports which will be required in the decision-making processes. Table 4.2, Column C. presents some suggested output reports based on or related to a student information system. This is not of course a finite list. Output reports should be created in response to the need for information now and in the future.

4. When is the information needed? Column D of Table 4.2 identifies, on a frequency basis, when the various output reports may be required by decision-makers.

5. Who is to use the information? Column E of the Table 4.2 identifies, in effect, the user(s) of the various output reports available from the student management system.

6. Where and when shall the information be collected? The source of data points (information) and when these data are to be collected should become a matter of official procedure. Suggested sources and times of collection of data for the student management system are included in two of the columns to the right of the itemized list of data points presented in Table 4.3.

DEVELOPMENT

The Parents' Choice Executive Board took the following steps in the development of a student information system:

a. Identified the existing student data elements currently in use in the East Hartford pupil accounting procedures.

TABLE 4.1

EAST HARTFORD PUBLIC SCHOOLS PARENTS' CHOICE PROJECT

STUDENT MANAGEMENT INFORMATION NEEDS

A. Need	B. Type of information
1. Basic identification of student population	1. Name, I.D. Number, Sex, Birth Date, Citizenship Ethnic Group
2. Family and Residential Data	2. Parents, Siblings, Address, Phone, Census Tract
3. Health and Emergency Data	3. Health Codes, Physician and Phone, Emergency Phone
4. Performance and Test Data	4. I.Q., Courses Taken, Grades, Tests Given and Scores
5. Attendance	5. Attendance
6. Enrollment	6. Status, Type, Date, Teacher's Name, Room Number, School, Out of District, Withdrawal, etc.
7. Transfer Data (Voucher)	7. Requests, Reasons and Dates, Choices, Voucher $, etc.
8. Transportation	8. Bus, etc.
9. Eligibility for Special Programs	9. Free lunch, L.D., etc.

TABLE 4.2

EAST HARTFORD PUBLIC SCHOOLS PARENTS' CHOICE PROJECT

OUTPUT REPORTS RELATED TO STUDENT MANAGEMENT

C. Output Reports	D. Frequency	E. User(s)
1. Average Daily Attendance	1. Monthly	1. Central Office, State Dept.
2. Report Cards	2. Quarterly	2. School, Teacher
3. Cost Center Statement Instructional/Gross Budget	3. Monthly	3. School, Central Office
4. Individual Student Non-Confidential Record	4. On Request	4. Teacher, Counselor, Parent
5. Individual Student Confidential Record (Vita & Progress)	5. On Request	5. Counselor, Teacher
6. Census Data	6. Annually	6. Central Office
7. Enrollment (by type, program, etc.)	7. Annually	7. Central Office
8. Transfer (Voucher) Data (Summary)	8. Annually /or Voucher Period	8. Central Office
9. Transportation Lists	9. Monthly /or Voucher Period	9. Central Office, School, Teacher
10. Special Program Eligibility	10. Annually	10. Central Office, School
11. Attendance Center Data Transfer & Enrollment	11. Monthly	11. School, Central Office
12. Attendance Center Capacity & Enrollment Data	12. Monthly	12. School, Central Office

TABLE 4.3

EAST HARTFORD PUBLIC SCHOOLS PARENTS' CHOICE PROJECT
ELEMENTS OF STUDENT DATA BASE

LOCATION	ITEM	X=Once Y=Yearly Q=Quarterly M=Monthly W=Weekly I=Immediate FREQUENCY	C=Central Office Pr=Principal T=Teacher Pa=Parent SOURCE
1	1. BASIC IDENTIFICATION	←	←
	STUDENT IDENTIFICATION NO.		
	STUDENT LAST NAME		
	STUDENT FIRST NAME		
	STUDENT MIDDLE NAME		
	SEX		
	DATE OF BIRTH		
	ETHNIC CODE		
	MARITAL STATUS		
	RELIGIOUS PREFERENCE		
2	2. FAMILY AND RESIDENCE	←	←
	STREET ADDRESS		
	CENSUS TRACT		
	TELEPHONE NUMBER: HOME-		
	EMERGENCY-		
	PLACE OF BIRTH		
	FAMILY I.D.		

TABLE 4.3 (Continued)

LOCATION	ITEM	FREQUENCY	SOURCE
	FATHERS NAME		
	FATHERS OCCUPATION		
	MOTHERS NAME		
	MOTHERS OCCUPATION		
	FATHERS PHONE NO.		
	MOTHERS PHONE NO.		
	NO. OF PEOPLE IN FAMILY		
	NO. OF BROTHERS		
	NO. OF SISTERS		
	NO. OF CHILDREN IN SCHOOL		
3	3. HEALTH AND EMERGENCY	←	←
	PHYSICIAN		
	PHYSICIAN PHONE		
	HEALTH CODES -		
	HEALTH RESTRICTIONS		
4	4. PERFORMANCE AND TESTS	←	←
	YEAR OF GRADUATION (Expected)		
	VERBAL I.Q.		
	PERCENTILE-VERBAL		
	NON-VERBAL I.Q.		
	PERCENTILE-NON-VERBAL		

TABLE 4.3 (Continued)

LOCATION	ITEM	FREQUENCY	SOURCE
	TOTAL I.Q.		
	TOTAL I.Q. PERCENTILE		
	STANDARD TEST SCORES-ANY NUMBER OR TYPE		
	-TEST TYPE		
	-YEAR TEST GIVEN		
	-VERBAL SCORE		
	-VERBAL PERCENTILE		
	-MATH SCORE		
	-MATH PERCENTILE		
	LOCAL TESTING-ANY NUMBER OR TYPE		
	-TEST I.D.		
	-FORM		
	-LEVEL		
	-DATE		
	-SCORE		
	-NORM		
	COURSES TAKEN-UP TO 15 COURSES		
	-COURSE NO.		
	-COURSE NAME		
	-GRADE		
	-CREDIT OBTAINED		
	-DATE CREDIT OBTAINED		

TABLE 4.3 (Continued)

LOCATION	ITEM	FREQUENCY	SOURCE
5	5. ATTENDANCE	←	←
	ATTENDANCE CURRENT MONTH-20 DAYS		
	ABSENCES - SEPTEMBER		
	TARDY - SEPTEMBER		
	ABSENCES - OCTOBER		
	TARDY - OCTOBER		
	ABSENCES - NOVEMBER		
	TARDY - NOVEMBER		
	ABSENCES - DECEMBER		
	TARDY - DECEMBER		
	ABSENCES - JANUARY		
	TARDY - JANUARY		
	ABSENCES - FEBRUARY		
	TARDY - FEBRUARY		
	ABSENCES - MARCH		
	TARDY - MARCH		
	ABSENCES - APRIL		
	TARDY - APRIL		
	ABSENCES - MAY		
	TARDY - MAY		
	ABSENCES - JUNE		
	TARDY - JUNE		
	TOTAL ABSENCES - YEAR TO DATE		
	TOTAL TARDYS - YEAR TO DATE		

TABLE 4.3 (Continued)

LOCATION	ITEM	FREQUENCY	SOURCE
	DAILY ABSENCES - YEAR TO DATE		
	-MONDAY		
	-TUESDAY		
	-WEDNESDAY		
	-THURSDAY		
	-FRIDAY		
6	6. ENROLLMENT	←	←
	SCHOOL I.D. (Attendance Center)		
	SCHOOL NAME (Attendance Center)		
	SCHOOL ADDRESS (Attendance Center)		
	GRADE LEVEL		
	HOME ROOM		
	TEACHER		
	COUNSELOR NAME		
	PROGRAM I.D.		
	PROGRAM TYPE		
	ENROLLMENT STATUS		
	ENTRY CODE		
	ENTRY DATE (Attendance Center)		
	WITHDRAWAL DATE (previous school)		
	WITHDRAWAL CODE		
	OUT OF DISTRICT (yes-no)		

TABLE 4.3 (Continued)

LOCATION	ITEM	FREQUENCY	SOURCE
	DISTRICT SCHOOL I.D. (Residential Center)		
	DISTRICT SCHOOL ADDRESS (Residential Center)		
	DISTRICT SCHOOL NAME (Residential Center)		
	PRIOR SCHOOL ATTENDED (most recent last)		
	PRIOR PROGRAM ATTENDED		
	PRIOR RESIDENT IN CITY		
7	7. TRANSFER DATA	←	←
	NO. OF TRANSFERS REQUESTED		
	DATE OF TRANSFERS REQUESTED		
	DATE OF TRANSFERS APPROVED		
	REASONS FOR TRANSFER		
	CODE FOR 1ST CHOICE PROGRAM		
	CODE FOR 2ND CHOICE PROGRAM		
	CODE FOR 3RD CHOICE PROGRAM		
	CODE FOR 1ST CHOICE SCHOOL		
	CODE FOR 2ND CHOICE SCHOOL		
	NUMBER OF TRANSFERS PREVIOUSLY GRANTED		
	DATES OF TRANSFERS PREVIOUSLY GRANTED		
	NUMBER OF TRANSFERS GRANTED LAST SCHOOL YEAR		

TABLE 4.3 (Continued)

LOCATION	ITEM	FREQUENCY	SOURCE
	ORIGINAL VOUCHER DOLLARS		
	REMAINING VOUCHER DOLLARS		
	REMAINING VOUCHER DOLLARS IN DAYS		
8	8. TRANSPORTATION	←	←
	IS STUDENT BUSSED		
	BUS NUMBER		
	BUS STOP		
9	9. SPECIAL PROGRAM ELIGIBILITY	←	←
	ELIGIBLE FOR FREE LUNCH		
	ELIGIBLE FOR REDUCED LUNCH		
	ELIGIBLE FOR AID TO DEPENDENT CHILDREN		

b. Identified the data needs created by the East Hartford Parents' Choice Program.

c. Developed a revised data list combining numbers a and b above.

d. Presented this preliminary list to the Parents' Choice Committee (October 8, 1975) for the initial feedback on needs and content.

e. Held meetings with selected central office personnel, supervisors, and principals to review list of data points and identify source and users (November, 1975).

f. Met with all East Hartford principals to review list of data points as amended to date.

g. Resubmitted final revision of student data point list to Parents' Choice Executive Board for approval.

h. Defined all data elements.

i. Assigned code numbers to all data elements.

j. Developed a format for active data file (storage).

k. Developed data forms for the collection of data.

l. Developed output programs.

1. Data Points: Items a-g above were completed by November, 1975. The final revision of the list of student data elements that would comprise the student information subsystem for the East Hartford Public Schools information system appears in Table 3 preceding this section. The nine subdivisions of this student information system correspond to the categories of needs of a student information as identified in Table 4.1.

2. Definitions and Coding: Each of these data elements and their associative subpoints have been defined and appear in Table 4.4. In addition, each of these data elements were assigned a code which represents a uniform coding system for the entire information system. Table 4.4 served as a reference for codes and definitions for the student management subsystem.

3. Data Collection Forms: The student information system would require the collection of data on the status of cost center enrollments and of student transfers within and throughout the school district. Three types of reports are recommended to maintain an accurate data file on student information,

TABLE 4.4

EAST HARTFORD PUBLIC SCHOOLS
PARENTS' CHOICE PROJECT
CODING AND DEFINITION BLANK

LOCATION	ITEM	CODE
	ETHNIC ORIGIN	
	CAUCASIAN	
	NEGRO	
	SPANISH	
	ORIENTAL	
	ETC.	
	HEALTH CODE	
	HEART TROUBLE	
	DIABETIC	
	WITHDRAWAL CODE	
	HEALTH REASONS	
	DEATH	
	PROMOTED - GRADUATED	
	LEFT SYSTEM	
	PROGRAM PREFERENCE	
	PROGRAM DISSATISFACTION	
	ETC.	

TABLE 4.4 (Continued)

LOCATION	ITEM	CODE
	PROGRAM I.D.	
	REGULAR	
	FEDERAL	
	SPECIAL	
	ETC.	
	PROGRAM TYPE	
	PRE-SCHOOL	
	E.S.L	
	E.D.	
	ETC.	
	ENROLLMENT STATUS	
	A. REGULAR	
	B. EDUCATIONAL RETARDED	
	C. TRAINABLE RETARDED	
	D. MENTALLY RETARDED	
	E. ETC.	
	ENTRY CODE	
	TRANSFER FROM A PUBLIC SCHOOL	
	TRANSFER FROM A PRIVATE SCHOOL	
	TRANSFER FROM A VOUCHER SCHOOL	
	NEW RESIDENT	
	ETC.	

particularly student transfer. The three reports outlined below are suggested in addition to standard reporting to central office of student identification data.

a) Comprehensive Report of Cost Center Enrollment.

Due: by August 15th each year.

Content: An enrollment list of all students who have enrolled at the cost center as of August 15th. This list should include the names of all students and their respective grade level assignments.

b) Adjustment Report of Cost Center Enrollment.

Due: by September 15th each year.

Content: This report should list any students who reported for attendance at the cost center after August 15th, whose names were not included in the Autust 15th "Comprehensive Report of Cost Center Enrollment". This report also should include the names of any student whose name is listed on the August 15th report who did not report for attendance at the cost center.

c) Continuous Reports of Student Mobility.

Due: upon entry or withdrawal of any student to or from the cost center.

Content: An IBM card format with the cost center name and code pre-printed. Upon withdrawal or entry of any student, the cost center will report on this for the student's name, either the previous attendance code or the withdrawal attendance code, and the appropriate reason code.

Certain guidelines would be followed in developing these data collection forms. These are:

1. Brevity, so as to require a minimum amount of writing from respondents.
2. Use, modify, or abolish existing forms used to collect similar data.
3. Elimination of duplication, so as not to require respondents to provide the same information twice.
4. Ease of transfer to machine readable forms, therefore checklists and short responses are the basic information units.

Any amendments to these forms, should be carefully undertaken so as to maintain congruence with the total information system.

4. Output Reports: Of the twelve output reports listed in Table 4.2, Educational Resources and Development Center (ERDC) has developed in greater detail those four (No. 3, 8, 11, and 12) which related directly to the Parents' Choice Program. The remaining output reports listed in Table 4.2 either already exist in the East Hartford Public Schools present information system (and therefore simply translate to the new information system), or are offered as suggestions for development beyond the basic output programs necessary for the operation of the Parents' Choice Program.

    a) Student Transfer Record and School Income Flow.

    Output reports numbers 3, 11, and 12 from Table 4.2 are combined into one monthly report to cost centers. This output report represents an integration of several subsystems. The monthly report to each cost center shall include up-to-date information on transfers, enrollments, and changes in capacities for each cost (attendance) center. This information is not only useful to the cost center for program planning and placement, but it is also required data for the computation of the monthly financial statement to the cost centers, thus it forms parts one ("Student Transfer and Enrollment") and two ("Capacity and Enrollment") of the monthly report to the cost centers. Part three of the monthly output report to cost centers is entitled "Gross Budget", and part four is a detailed account of "Instructional Revenue" for each cost center. Together, these four parts form the one monthly output report to cost centers entitled "Student Transfer Record and School Income Flow". A more detailed description of each section of the monthly report follows:

        (1) Student Transfer and Enrollment: This section is designed to provide the attendance center with pertinent information regarding student transfer activity as it affects the attendance center. Information is presented by grade group as per voucher computations. The following information is included: September first enrollment, names and grade levels of students transferring into attendance center, names and grade levels of students transferring out of attendance center, number gain in students including source and reason, number loss of students including destination and reason, and lastly, the enrollment of the attendance Center on the 15th of the previous month. A display of this section of the monthly output is presented in Figure 4.3, Part 1.

(2) Capacity and Enrollment: By voucher grade group, the following data is included in Part 2 of the monthly report: capacity data; enrollment; seats available; residential rights; students broken down into enrolled, enrolled in other East Hartford Public Schools, and not enrolled in other East Hartford Public Schools; and enrollments broken down into residents enrolled and non-residents enrolled. A display of the capacity and enrollment section of the monthly output report is presented in Figure 4.3, Part 2.

(3) Gross Budget: The purpose of this section is to present the cost center with (1) the amount of money it has allocated to it for the current month, (2) an accounting of current revenue, and fixed expenses (fixed costs and equalization fund), (3) the net current discretionary funds available to the cost center, and (4) the same information for initial and prior months for continuity. This section of the monthly output report is presented in the financial management section of this report in Table 3.7.

(4) Instructional Revenue: The purpose of Part Four of the monthly output report is to provide the cost center with working figures of the discretionary dollars it has available. The current discretionary allocation is broken down into expense accounts to aid the cost center in decisions regarding the expenditure of discretionary funds. Also included in this section are balances, and expenditures to date, for reference. This section of the monthly output report to cost centers is presented in the financial management section of this report in Table 3.8.

b) Summary of Transfer Data:

This would be a relatively simple output report which is designed to (1) retrieve data which is about to be replaced by newer data and (2) provide a printed record of transfer activity as it relates to the Parents' Choice Program. The program is usually referred to as a "dump" cycle, at which point a printout of selected information is called for. This procedure does not "erase" any data from the active file, so any combination of data may be called for. Data will be "erased" when new data is programmed into its position.

FIGURE 4.3

EAST HARTFORD PUBLIC SCHOOLS PARENTS' CHOICE PROJECT

STUDENT TRANSFER RECORD AND SCHOOL INCOME FLOW
MONTHLY STATEMENT

NOVEMBER 1, 1975
BARNES SCHOOL (01)

Part 1

(01) BARNES SCHOOL
NOVEMBER 1, 1975

"Student Transfer and Enrollment"

GRADE	AUGUST 15th ENROLLMENT	STUDENTS TRANSFERRED IN	STUDENTS TRANSFERRED OUT	GAIN #	GAIN FROM	GAIN WHY	LOSS #	LOSS TO	LOSS WHY	SEPT 15 PREVIOUS MONTH (15th) ENROLLMENT	OCT. 15 CURRENT MONTH ENROLLMENT
K	71			3			—			71	74
		Bob Jones			04	03					
		Mary Smith			05	04					
		Ken Black			08	04					
1-5	296			—			2			296	294
			Sue Green					05	04		
			Linda Barry					06	01		
6-8	—			—			—			—	—
9-12	—			—			—			—	—

PART 2

"Capacity and Enrollment"

NOVEMBER 1, 1975
BARNES SCHOOL (01)

(01) BARNES SCHOOL
NOVEMBER 1, 1975

	TOTAL	-K-	1-5	6-8	9-12
CAPACITY	450	100	350		
ENROLLMENT	367	71	296		
SEATS AVAIL.	83	29	54		
RESIDENTIAL RIGHTS	372	72	300		
ENROLLED	367	71	296		
ENROLLED IN OTHER EHPS	-	1	1		
NOT ENR. IN EHPS	-	-	3		
ENROLLMENT					
RESIDENTS ENR.	367	71	296		
NON-RESID. ENR.					

.STUDENT TRANSFER RECORD AND SCHOOL INCOME FLOW

MONTHLY STATEMENT

NOVEMBER 1, 1975
HOCKANUM SCHOOL (05)

(05) HOCKANUM SCHOOL
NOVEMBER 1, 1975

Part I

"Student Transfer and Enrollment"

GRADE	AUGUST 15th ENROLLMENT	STUDENTS TRANSFERRED		GAIN			LOSS			SEPT 15 PREVIOUS MONTH (15th) ENROLLMENT	OCT.15 CURRENT MONTH ENROLLMENT
		IN	OUT	#	FROM	WHY	#	TO	WHY		
K	48			—			2			48	46
			Mary Smith					01	04		
			Ben Bell					09	04		
1-5	176			1	01	04	—			176	175
		Linda Barry									
6-8	420			—			2			420	418
			Jack Brown					12	04		
			Robert Napp					12	04		
9-12	——			—			—			——	——

PART 2

"Capacity and Enrollment"

NOVEMBER 1, 1975
HOCKANUM SCHOOL (05)

(05) HOCKAN
NOVMEBER 1, 1975

	TOTAL	K	1-5	6-8	9-12
CAPACITY	900	50	375	475	
ENROLLMENT	744	48	276	420	
SEATS AVAIL.	156	2	99	55	
RESIDENTIAL RIGHTS	752	47	279	426	
ENROLLED	740	47	275	418	
ENR. IN OTHER EHPS	5	-	2	3	
NOT ENR. IN EHPS	7	--	2	5	
ENROLLMENT					
RESIDENTS ENR.	740	47	275	418	
NON-RES. ENR.	4	1	1	2	

STUDENT TRANSFER RECORD
AND SCHOOL INCOME FLOW

MONTHLY STATEMENT

NOVEMBER 1, 1975
PITKIN SCHOOL (12)

(12) PITKIN SCHOOL
NOVEMBER 1, 1975

Part I

"Student Transfer and Enrollment"

GRADE	AUGUST 15 ENROLLMENT	STUDENTS TRANSFERRED IN	STUDENTS TRANSFERRED OUT	GAIN #	GAIN FROM	GAIN WHY	LOSS #	LOSS TO	LOSS WHY	SEPT 15 PREVIOUS MONTH (15th) ENROLLMENT	OCT. 15 CURRENT MONTH ENROLLMENT
K	—			—			—			—	—
1-5	—			—			—			—	—
6-8	466	Bill Atkins Jack Brown Robert Napp Dean Bush		4			—			466	470
9-12	—			—			—			—	—

PART 2

"Capacity and Enrollment"

NOVEMBER 1, 1975
PITKIN SCHOOL (12)

(12) PITKIN SCHOOL
NOVEMBER 1, 1975

	TOTAL	K	1-5	6-8	9-12
CAPACITY	594			594	
ENROLLMENT	466			466	
SEATS AVAIL.	128			128	
RESIDENTIAL RIGHTS	468			468	
ENROLLED	468			468	
ENR. IN OTHER EHPS	-			-	
NOT ENR. IN EHPS	2			2	
ENROLLMENT					
RESIDENTS ENR.	466			466	
NON-RES. ENR.	-			-	

STUDENT TRANSFER RECORD AND SCHOOL INCOME FLOW

MONTHLY STATEMENT

NOVEMBER 1, 1975
PENNEY HIGH (23)

(23) PENNEY HIGH
NOVEMBER 1, 1975

Part I

"Student Transfer and Enrollment"

GRADE	AUGUST 15 ENROLLMENT	STUDENTS TRANSFERRED IN	STUDENTS TRANSFERRED OUT	GAIN #	GAIN FROM	GAIN WHY	LOSS #	LOSS TO	LOSS WHY	SEPT 15 PREVIOUS MONTH (15th) ENROLLMENT	OCT. 15 CURRENT MONTH ENROLLMENT
K	—			—			—			—	—
1-5	—			—			—			—	—
6-8	—			—			—			—	—
9-12	1,841	Tom Dow	Joe Mann	5	22	01	3	22	01	1,841	1,843
		Jack Jones	Bert Gones		22	04		X1	01		
		Fred Smith	George Symes		22	04		X2	05		
		Zeke Fowley			X1	01					
		Jerry Crown			X1	01					

PART 2

"Capacity and Enrollment"

NOVEMBER 1, 1975
PENNEY HIGH (23)

(23) PENNEY HIGH
NOVEMBER 1, 1975

	TOTAL	K	1-5	6-8	9-12
CAPACITY	2,284				2,284
ENROLLMENT	1,841				1,841
SEATS AVAILABLE	443				443
RESIDENTIAL RIGHTS	2,090				2,090
ENROLLED	1,830				1,830
ENR. IN OTHER EHPS	10				10
NOT ENR. IN EHPS	250				250
ENROLLMENT					
RESIDENTS ENR.	1,830				1,830
NON-RES. ENR.	11				11

Table 4.5 summarizes, in chronological form, the various output reports and data collection forms required in the student management system.

TABLE 4.5

EAST HARTFORD PUBLIC SCHOOLS
PARENTS' CHOICE PROJECT
TIME-TABLE OF OUTPUT REPORTS AND DATA COLLECTION FORMS

DATE	ITEM	DESCRIPTION
June 15	Attendance projections	-from cost centers for preliminary identification of voucher revenue
July 1	Preliminary Income Flow Report	- to cost centers, essentially for identification of 200 account's
August 15	Comprehensive Report of Cost Center	-from cost centers
September 1	Initial Income Flow	-to cost centers
Continuously	Continuous Reports of Student Mobility	-from cost centers
1st of Every Month	Monthly Income Flow Reports	-to cost centers (October 1-May 1)

ENROLLMENT PROJECTIONS

Projections of enrollments have received much attention in the East Hartford Public Schools. The New England School Development Council (NESDEC) completed a set of projections based on enrollment data to 1974-1975. These projections were included in "A Feasibility Analysis of Open Enrollment", East Hartford Public Schools, January, 1974, and are included as Table 4.9. The East Hartford Public Schools Pupil Accounting Department has used a variety of projection figures which are summarized in Table 4.10 as "working projections".

Educational Resources and Development Center has projected East Hartford Public Schools Enrollments using four different methods. These four methods are summarized in Table 4.6. Of the four methods of enrollment projections, only the Cohort Survival method is included in this report, since it is the one of the four which accounts for all five projection factors as indicated in Table 4.6. As a check, the Cohort Survival method of projection was used to project 1975-76 enrollments from previous data. This set of projections turned out to be less than 0.5% off the actual 1975-76 enrollments reported on October 1, 1975 by the East Hartford Public Schools Pupil Accounting Department. Based on this check, the Cohort Survival method of enrollment projection seems also to be the most accurate.

ERDC PROJECTIONS

Table 4.7 displays the historical analysis of enrollment in the East Hartford Public Schools from 1970-71 through 1975-76. Included at the bottom of Table 4.7 are the percentages of persistence of "classes" of children as they move from one grade to the next in succeeding years. These percentages of persistence were used to generate the enrollment projection data for the years 1976-1977 through 1981-82 as presented in Table 4.8.

Table 4.8, therefore, represents the current, most reliable set of enrollment projections available to the East Hartford Public Schools.

The ERDC enrollment projections presented in Table 4.8, NESDEC's enrollment projections presented in Table 4.9, and the East Hartford "Working Projections" presented in Table 4.10 corroborate the ERDC summary of enrollment trends in the East Hartford Public Schools, 1969 through 1982, presented graphically in figure 4.4.

TRENDS

The trend of enrollment in the East Hartford Public Schools has been a decrease of approximately 350 students per year from 1969 to 1975. This trend is projected to accelerate to an annual decrease of approximately 500 students per year from 1976 through 1981.

From 1969 to 1975 the total school population decreased by about 15% inclusive (based on 1969 population), or by about 2,000 students. From 1975 through 1981 the total school population should decrease by approximately 30% inclusive (based on 1975 population), or by about 2,500 students. The enrollment for the 1981-82 school year is projected to be about 7,450 students in grades K-12.

OTHER FACTORS

Certain adjustments to the ERDC projections that may be made depending on the effect of certain variables are presented in Tables 4.11 and 4.12. Table 4.11 presents an historical analysis of East Hartford Parochial School enrollments. Should a voucher program be in effect during the 1981-82 school year, for example, about 550 students can be expected to be enrolled in parochial schools in East Hartford, a number which should be added to the public school enrollment in the computation of any voucher amounts. Also approximately 400 East Hartford students attending East Catholic High School, did not enter into the voucher calculations, and would become a variable to consider if schools outside of East Hartford were allowed to participate.

Also to be considered would be students presently "unaccounted" for. This category includes students who attend private schools outside of East Hartford as well as school age students not attending school at all. The statistics for these groups are presented in Table 4.10 and their effects are summarized in Figure 4.5.

Figure 4.5 esentially represents the variables, and their projections through 1982, which have the potential of "swelling" the East Hartford Public School enrollment projections (as presented in Table 4.8). There is little reason to expect, however, that students represented by the four profiles in Figure 4.5 will either return or enroll in the East Hartford Public Schools in any significant numbers to change the basic projections as presented in Table 4.8.

A critical decision variable, other than public school enrollment, to be considered in the implementation of a voucher program would be the number of East Hartford students attending the parochial schools within the town of East Hartford (Table 4.11).

BIRTH RATES

Figure 4.6 is included for comparison of East Hartford birth rates with state and national birth rates. It is important to consider the congruity of the decline in birth rates, locally, state-wide, and nationally, since they have a direct

FIGURE 4.6

EAST HARTFORD PUBLIC SCHOOLS PARENTS' CHOICE PROJECT

UNITED STATES, CONNECTICUT, AND
EAST HARTFORD BIRTH RATES

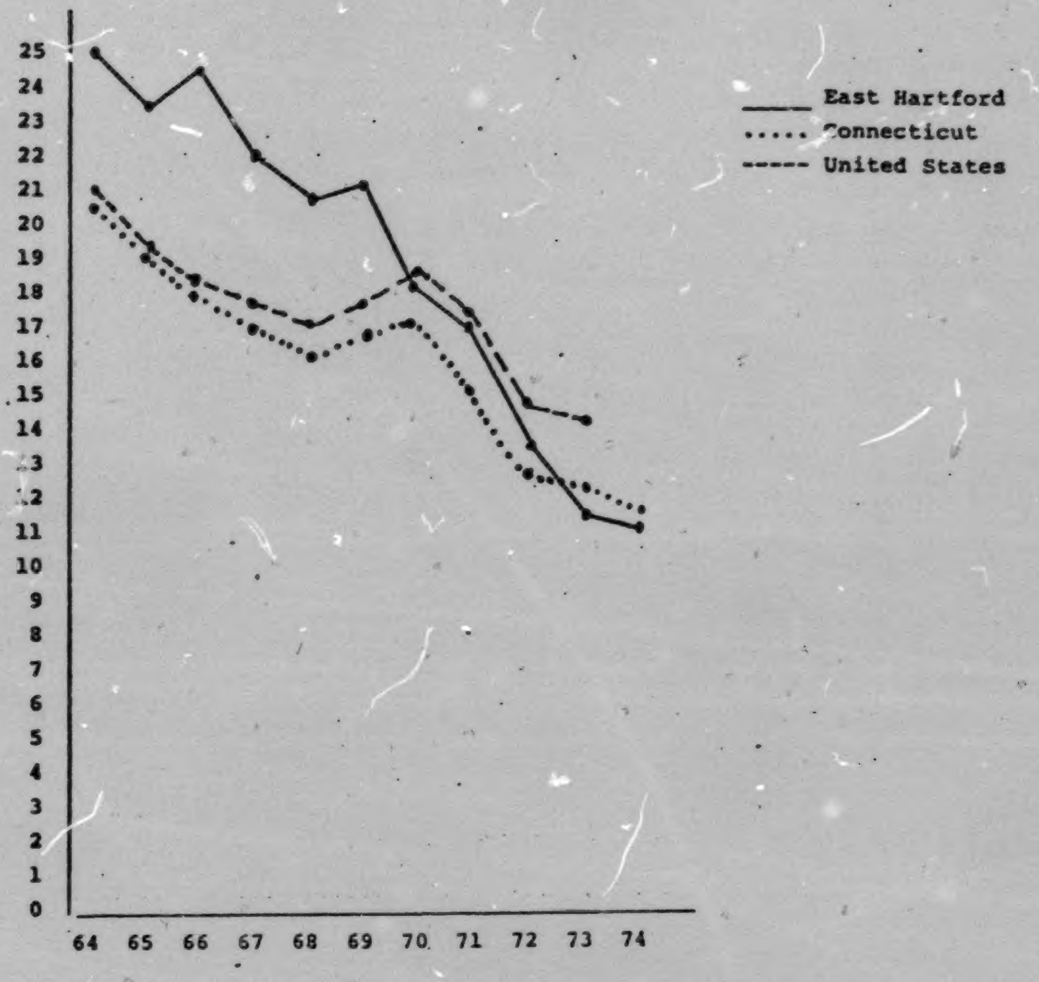


TABLE 4.7

EAST HARTFORD PUBLIC SCHOOLS PARENTS' CHOICE PROJECT

PROJECTIONS OF SCHOOL ENROLLMENTS BY GRADE AND YEAR:
EAST HARTFORD, CONNECTICUT, HISTORICAL ANALYSIS/ERDC

Births		Enrollments															
Yr.	Actual	Yr.	K	1	2	3	4	5	6	7	8	9	10	11	12	Sp. ed.	Total
1965	1168	1970-1971	927	1083	1033	1030	1025	947	907	917	871	1015	907	808	727	192 15	12,404
1966	1221	1971-1972	868	920	1010	989	1004	941	862	904	923	1019	942	856	744	183 21	12,178
1967	1148	1972 1973	859	854	889	987	962	844	846	846	865	1024	899	878	755	175 36	11,727
1968	1086	1973-1974	810	878	825	875	981	841	819	853	875	943	966	837	755	169 36	11,469
1969	1106	1974-1975	785	809	786	779	835	825	818	811	850	990	869	862	755	205 38	11,022
1970	1025	1975-1976	790	796	735	766	774	713	821	813	822	915	928	792	771	209 50	10,699

Percentage of Persistency: From the historical data presented above, the following percentages of persistency were derived between grade levels. These percentages were used by ERDC in the projection of enrollments through 1980 which appear in Table II.

Birth to K	K-1	1-2	2-3	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11	11-12
74.6	100.2	93.4	96.8	97.8	86.6	94.7	99.4	100.1	111.6	92.2	92.2	89.1

Source: East Hartford Public Schools, Connecticut State Health Department

TABLE 4.8

EAST HARTFORD PUBLIC SCHOOLS PARENTS' CHOICE PROJECT
PROJECTIONS OF SCHOOL ENROLLMENTS BY GRADE AND YEAR:
EAST HARTFORD, CONNECTICUT, ENROLLMENT PROJECTIONS/ERDC

Births	
Year	Actual
1970	1025
1971	943
1972	734
1973	626
1974	623
1975	625*
1976	650*

	Enrollment Projections														
Year	K	1	2	3	4	5	6	7	8	9	10	11	12		Total
1975 1976 actual	790	796	735	766	774	713	821	613	822	915	928	792	771	209 50	10,699
1976 1977	706	792	743	711	749	670	675	816	814	917	844	856	706	210 50*	10,259
1977-1978	548	707	740	719	695	649	634	671	817	908	845	778	763	210 50*	9,734
1978-1979	467	549	660	716	703	602	615	631	672	912	837	779	693	210 50*	9,096
1979-1980	464	468	513	639	700	609	570	611	632	750	841	772	694	210 50*	8,523
1980-1981	466*	465	437	497	625	606	577	567	612	705	692	775	688	210 50*	7,972**
1981-1982	485*	467*	434	423	486	541	574	574	568	683	650	638	691	210 50*	7,474**

*Estimated figures.

**These totals based on estimate of K or K and 1.

Source: East Hartford Public Schools, Connecticut State Health Department

ERDC/UCONN

TABLE 4.9

EAST HARTFORD PUBLIC SCHOOLS PARENTS' CHOICE PROJECT

PROJECTIONS OF SCHOOL ENROLLMENTS BY GRADE AND YEAR: EAST HARTFORD, CONNECTICUT, SUMMARY OF NESDEC PROJECTIONS

1975-76 THROUGH 1981-82

YEAR	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
1975-1976	765	832	788	834	810	747	822	817	822	943	908	833	796	10,716
1976-1977	703	771	804	775	831	694	725	823	819	906	889	851	731	10,322
1977-1978	548	709	745	791	773	712	673	726	825	903	854	833	747	9,839
1978-1979	463	552	685	733	789	662	691	674	723	909	852	800	731	9,269
1979-1980		467	533	674	731	676	642	692	676	802	857	798	702	
1980-1981			451	524	672	626	656	643	694	745	756	803	701	
1981-1982				444	522	576	607	657	645	765	703	708	705	

Percentage of Persistency: NESDEC used the following percentages in the above projections.

Birth to K	K-1	1-2	2-3	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11	11-12
74.6	100.8	96.6	98.4	99.7	85.7	97.0	100.0	100.3	110.2	94.3	93.7	87.8

Source: "A Feasibility Analysis of Open Enrollment," East Hartford, Connecticut January 21, 1974 to April 21, 1974

TABLE 4.10

EAST HARTFORD PUBLIC SCHOOLS PARENTS' CHOICE PROJECT

PROJECTIONS OF SCHOOL ENROLLMENTS BY GRADE AND YEAR: EAST HARTFORD, CONNECTICUT, EAST HARTFORD PUBLIC SCHOOLS' WORKING PROJECTIONS

Year	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL*
1975-1976	725	781	809	786	779	707	824	817	811	808	990	869	862	10,568
1976-1977	635	725	781	809	788	647	720	824	817	864	808	990	869	10,277
1977-1978	517	635	725	781	808	657	655	720	824	769	864	808	990	9,753
1978-1979	319	517	635	725	782	679	663	655	720	776	769	864	808	8,912
1979-1980	350	319	517	635	720	654	682	663	655	673	776	769	864	8,277

*Totals do not include special education students (approximately 250).

Note: These figures are based on a summary of the working figures for individual schools.

Source: East Hartford Public Schools, "Enrollment and Housing Plan" 1975-1976; Pupil Accounting Department.

ERDC/UCONN

FIGURE 4.4

EAST HARTFORD PUBLIC SCHOOLS PARENTS' CHOICE PROJECT

HISTORICAL AND PROJECTED SCHOOL ENROLLMENT: EAST HARTFORD, CONNECTICUT, ERDC/UCONN.

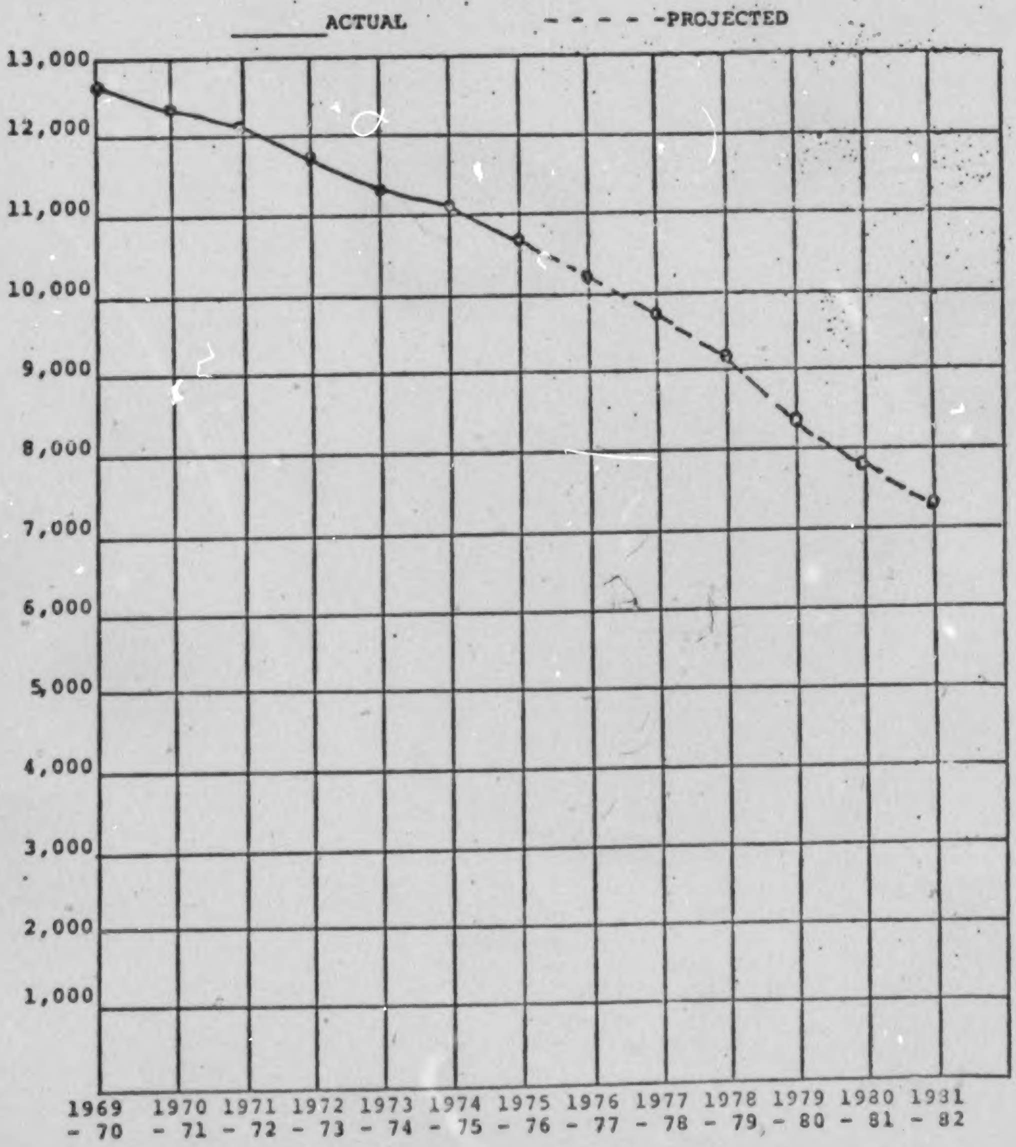


TABLE 4.11

EAST HARTFORD PUBLIC SCHOOLS PARENTS' CHOICE PROJECT

ACTUAL PAROCHIAL SCHOOL ENROLLMENTS BY GRADE AND YEAR: EAST HARTFORD, CONNECTICUT 1970-1975

	Historical Data				
Year	5	6	7	8	Total
1970-1971	49	171	177	180	577
1971-1972	48	144	169	171	532
1972-1973	123	137	143	155	558
1973-1974	125	124	136	136	521
1974-1975	141	144	134	136	555
1975-1976	130	140	141	132	543

Grades 9-12
Note: Approx. 400 East Hartford students are enrolled in East Catholic High School, Manchester, Connecticut

Percentage Persistency/Parochial Schools			
Public 4/ Parochial 5	5-6	6-7	7-8
13.4	104.4	102.6	97.5

Source: Enrollment data for St. Christopher and St. Rose Schools 1969-1973, from Parents' Choice Project, East Hartford, Connecticut.

TABLE 4.12

EAST HARTFORD PUBLIC SCHOOLS PARENTS' CHOICE PROJECT

ENUMERATION DATA: HISTORICAL SUMMARY

Year	# children ages 0-20	# enrolled in Public Schools	# enrolled in non-public schools	# enrolled in E. Htfd. Parochial Schools	Non-Public excluding St. Christopher & St. Rose	Institutionalized	Not Attending	Ages 16 & 17 Not Attending School at all
1969-1970	20,229	12,976	1,496	571	$\frac{172}{633}$ ***	15	5,742	124
1970-1971	19,820	12,423	1,503	577	$\frac{188}{644}$	19	5,875	130
1971-1972	18,896	12,131	1,320	532	$\frac{123}{577}$	21	5,424	91
1972-1973	18,315	11,924*	1,279*	558	$\frac{80*}{617}$	17*	5,093*	108*
1973-1974	17,004	11,228	1,186	521	$\frac{39}{626}$	13	4,577	119
1974-1975	17,137	10,897	1,192	555	$\frac{48}{589}$	21	5,027	138
Mean Projections								
1975-1980	15,470	9,000**	975	5[illegible]0**	$\frac{50}{550}$	20	4,500	125

*Interpolated data.

**Mean Projections 1975-1981 from ERDC/EHPS Enrollment Projections
Source: East Hartford Public Schools, Enumeration Department

***Grades 1-4 / Grades 5-12

FIGURE 4.5

EAST HARTFORD PUBLIC SCHOOLS PARENTS' CHOICE PROJECT

EAST HARTFORD SCHOOL AGE CHILDREN NOT ATTENDING
EAST HARTFORD PUBLIC SCHOOLS

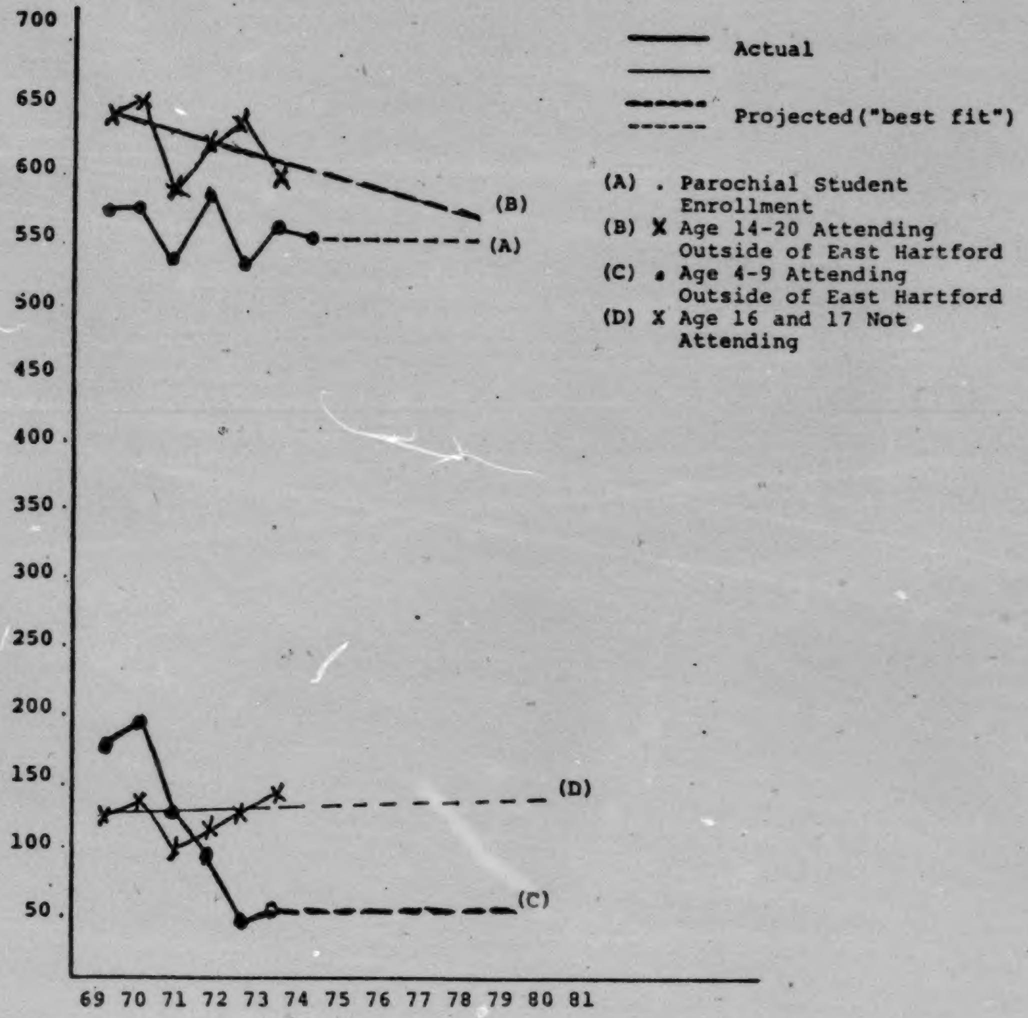


*Chart does not include approx. 20 per year institutionalized students. Source: East Hartford Public Schools, Enumeration Dept.

TABLE 4.6

EAST HARTFORD PUBLIC SCHOOLS
PARENTS' CHOICE PROJECT

ENROLLMENT PROJECTION METHODS

Methods Factors	Historical Percentages Min/Mean/Max	Regression Analysis		Cohort Survivial
		Linear	Quadratic	
Gross Differences	X	X	X	X
Line of "Best Fit"		X	X	X
Year-to-Year Gross Fluctuations			X	X
% Persistence From One Grade to the Next				X
Births & 0- 5 Year Olds				X

impact on school enrollments. The birth rates, as well as the number of actual births, should be monitored closely in the next few years to determine if they are going to level off or continue to decline.

CAPACITIES

The following tables present data on the capacities of schools, broken down into units compatible to the decision-making units of the integrated information system. The intent, here, is to provide data in such form as to make it readily available for (1) decision-making in the development of (a) the voucher program and (b) the integrated information system; and (2) transfer to machine readable form for storage in the data file.

The NESDEC capacity data are presented in Table 4.13. These data are consistent with the architectural "working capacities" as prepared by the East Hartford Public Schools Pupil Accounting Department and presented in Table 4.14. The East Hartford working capacities were used along with current (1975-76) enrollments (from Table 4.16) to determine the "seats available 1975-76" to students who choose to transfer under a voucher program as presented in Table 4.14.

It appears, particularly in light of declining enrollments, that there would be ample "space" for the transfer of students under a voucher program. There are, of course, considerations other than space which are addressed elsewhere and in the summary of this report.

SUMMARY AND CONCLUSIONS

Enrollment projections generated by ERDC (Table 4.8), NESDEC (Table 4.9), and the East Hartford Public Schools working projections (Table 4.10) corroborate the enrollment trends for the East Hartford Public Schools summarized in Figure 4.4.

TABLE 4.13

EAST HARTFORD PUBLIC SCHOOLS PARENTS' CHOICE PROJECT

PROGRAM AND ARCHITECTURAL CAPACITIES BY GRADE LEVEL: EAST HARTFORD SCHOOLS

		Number of Classrooms			Architectural Capacity			Program Capacity Number of Students			
SCHOOL	GRADES	K	Reg	Total	K[a] @25	Reg. @25	TOTAL	K @50	Reg @25	Sp. Ed. @15	Total
Barnes	K-4	2	16	18	100	400	500	100	350	--	450
Burnside	K-5	2	20	22	100	500	600	100	400	30	530
Goodwin	K-5	2	26	28	100	650	750	100	500	60	660
Langford	K-5	1	19	20	50	475	525	50	400	15	465
Mayberry	K-5	2	18	20	100	450	550	100	400	--	500
McCartin	K-5	1	14	15	50	350	400	50	275	15	340
Norris	K-5	1	13	14	50	325	375	50	325	--	375
Second North	K-3	1	4	5	40	100	140	40	100	--	140
Silver Lane	K-5	2	17	19	100	425	525	100	275	60	435
Slye	K-5	2	21	23	80	525	605	80	475	15	570
South Grammar	K-4	1	8	9	40	200	240	40	200	--	240
Stevens	K-5	1	13	14	50	325	375	50	175	75	300[a]
Willowbrook	K-6	1	9	10	50	225	275	50	225	--	275
Woodland	K-5	1	7	8	50	175	225	50	150	--	200
Center	K-8 K-5/6-8	2	10/10/11	12/21	100	250/496	821	75	250/496	--	771
Hockanum	K-8 K-5/6-8	1	15/17/6	11/23	50	375/559	984	50	375/559	--	900
Sunset Ridge	K-8 K-5/6-8	1	7/10/9	8/19	50	175/434	659	50	175/371	--	596
O'Connell	5-8	-	20/9	29	-	699	699	-	594	--	594
(St. Christopher)	(5-8)	-	(9/3)	(12)	-	(440)	(440)	-	(337)	--	(337)
(St. Rose)	(5-8)	-	(8/2)	(10)	-	(350)	(350)	-	(272)	--	(272)
O'Brien	6-8	-	24/15	41	-	933	933	-	793	--	793
Pitkin	6-8	-	16/10	26	-	605	605	-	475	--	475
E. Hartford High	9-12	-	44/38	82	-	2073	2073	-	1661	--	1661
Penney High	9-12	-	62/51	112	-	2752	2752	-	2284	--	2284
Alt. High	9-12	-	3 **	3	-	75	75	-	41	--	41

*Source: NESDEC in "A Feasibility Analysis of Open Enrollment, East Hartford, Conn.
January 21, 1974 to April 21, 1974.

**Reg/Spec.

TABLE 4.14

EAST HARTFORD PUBLIC SCHOOLS PARENTS' CHOICE PROJECT

WORKING CAPACITIES OF EAST HARTFORD PUBLIC SCHOOLS/ERDC

SCHOOL	GRADES	CAPACITY ARCHITECTURAL*	 PROGRAM**
East Hartford High School	9-12	1,700	1,509
Penney High School	9-12	2,200	2,040
Alternative High School	9-12	75	50
O'Brien Middle School	6-8	900	765
Pitkin Middle School	6-8	525	446
O'Connell Middle School	5-8	600	510
Center School	K-8	775	659
Hockanum School	K-8	900	765
Sunset Ridge School	K-8	625	531
Barnes School	K-4	500	425
Burnside School	K-5	575	489
Goodwin School	K-5	750	638
Langford School	K-5	500	425
Mayberry School	K-5	575	489
McCartin School	K-5	400	340
Norris School	K-5	375	319
Second North School	K-3	150	128
Silver Lane School	K-5	525	446
Slye School	K-5	550	468
South Grammar School	K-3	225	191
Stevens School	K-5	350	297
Willowbrook School	4-6	275	234
Woodland School	K-5	225	191
TOTAL		14,275	12,355

Note: Above table does not include parochial schools (St. Christopher 440/337, St. Rose 350/272; total prog. cap. 609)

*Source: E. Hartford Public Schools; Enrollment and Housing Plan 1975-76; Pupil Acct. Dept.

**Source: E. Hartford Public Schools, "Our Schools" booklet.

TABLE 4.15

EAST HARTFORD PUBLIC SCHOOLS PARENTS' CHOICE PROJECT

EAST HARTFORD PUBLIC SCHOOLS, DEPARTMENT OF PUPIL ACCOUNTING, SCHOOL ENROLLMENT

SCHOOL ENROLLMENT — OCTOBER 1, 1975

SCHOOL	Except. Students	8	7	6	5	4	3	2	1	K	TOTAL
BARNES						72	66	70	76	71	355
BURNSIDE	13				40	59	53	64	63	74	366
CENTER		56	55	70	63	45	46	44	59	55	493
GOODWIN	28				51	69	55	67	65	66	401
HOCKANUM	19	161	161	99	50	62	51	51	49	52	755
LANGFORD	15				68	63	66	50	61	46	369
MAYBERRY	6				50	62	67	57	63	65	370
MCCARTIN	8				40	42	48	53	48	64	303
NORRIS	2				73	70	48	35	38	43	309
O'BRIEN	17	267	257	247							788
O'CONNELL	12	92	99	101	81						385
PITKIN		149	141	173							463
SECOND NORTH							30	27	39	32	128
SILVER LANE	25				48	49	47	51	56	70	346
SLYE	23				42	63	68	50	50	50	346
SOUTH GRAMMAR							35	40	52	37	164
STEVENS	8				22	23	26	21	22	15	137
SUNSET RIDGE	6	97	100	78	22	23	35	31	28	36	456
WILLOWBROOK				53	46	50					149
WOODLAND					17	22	25	24	27	14	129
LEARNING CTR.	27										27
	209	822	813	821	713	774	766	735	796	790	7,239

	Except. Students	12	11	10	9	
E.H.H.S.	23	384	363	431	441	1,642
PENNEY	27	365	419	486	468	1,765
SYNERGY SCHOOL		22	10	11	6	49
TOTAL HIGH	50	771	792	928	915	3,456

HOME INSTRUCTION: EHHS 1 PENNEY 2 SYNERGY 1 — 4

TOTAL ENROLLMENT, OCTOBER 1, 1975 — 10,699

TOTAL ENROLLMENT, OCTOBER 1, 1974	11,022
TOTAL ENROLLMENT, SEPTEMBER 8, 1975	10,402
TOTAL ENROLLMENT, SEPTEMBER 10, 1974	10,904

PAROCHIAL SCHOOLS:	8	7	6	5	TOTAL
ST. CHRISTOPHER	77	80	79	81	317
ST. ROSE	55	61	61	49	226
	132	141	140	130	543

The trend in East Hartford has been a decrease of approximately 350 students per year from 1969 to 1975. This trend is projected to accelerate to a decrease of approximately 500 students per year from 1976 to 1982. These figures represent a 15% decline in enrollment from 1969-1975; a total loss of about 2,000 students. In the next five years the East Hartford school population should decrease by about 2,500 students or by approximately 30 percent.

The implications of declining enrollments for the implementation of a voucher program in the East Hartford Public Schools are varied. First of all, the decreased student population would tend to make any new program more expensive on a per pupil basis. Second, a decline in the base student population would, in effect, result in fewer students taking part in a voucher program. Finally, decision variables which may have had a major impact are (1) East Hartford Public School capacities, and (2) parochial school enrollments and capacities.

Decisions formalizing and limiting school capacities to some predetermined maximum may tend to supress transfer activity, expansion of programs, etc. Yet, a failure to set some capacity limits would allow abrupt declines in enrollment at certain schools. Such decision making variables would have to be entered into the logic flow model of the student management system as outlined in Figure 4.2. If relationships and parameters of enrollments and capacities are desired or deemed necessary for the stability of the total school system, they would have to be identified prior to the implementation of any voucher system.

Lastly, the ability of the parochial schools to attract a capacity enrollment seems to be constant (at about 550). Inclusion of parochial schools in the voucher program would most probably maintain or enhance capacity enrollments in the parochial schools.

Considering the analysis of enrollments and capacities presented, the East Hartford Public Schools would have to consider the following decision variables:

1. Establishing capacity limits for each attendance center based on either architectural or program capacities or a combination of the two.
2. Establishing minimal enrollment levels for each attendance center below which exodus transfers are frozen.
3. Closing certain schools.
4. Establishing capacity limitations on parochial schools comparable to those of public schools, or some agreed upon process.
5. Establishing attendance center (including parochial schools) voucher participation ratios wherein the in-vs.-out ratio of any attendance center is within certain ranges of other attendance centers.

These decision variables, and any action taken upon them, would represent parameters within which the student management system and the voucher system would operate. The integration of enrollment and capacity information and decisions into the total management information system would be vital to the operation of an East Hartford Parents' Choice Program, and should be conducted according to the guidelines suggested.

Section II

Parent Information

PARENT INFORMATION

A basic assumption of Parents' Choice was that educational vouchers would move education from a monopolistic closed market toward an open and free market. It was recognized that in the public sector this movement is relative and not absolute. While it was proposed that placing education in an open market would have numerous benefits, it was also apparent that uncontrolled competition could have a negative impact on the educational process.

The component of "Parent Information" was to be the primary safeguard against the possible negative consequence of competition. Essentially, this component is concerned with the collection, verification, and dissemination of information regarding the East Hartford Public Schools and the Parents' Choice Project.

The primary tasks of project staff were to field test a Parent Advice Team and to produce and distribute information regarding both the voucher program and the educational choices available in East Hartford.

PARENT ADVICE TEAM

The Parent Advice Team (PAT) consisted of a coordinator and three field workers whose role was to provide information about the educational programs available in East Hartford and to assist parents in the transfer process (Appendix A).

The field workers were hired in May of 1975 and after a brief orientation period they began the task of assembling the information packets that were to be distributed to parents. These packets contained a copy of the "Our Schools" booklet, a pamphlet introducing the PAT workers, a transfer request form, and directions on how to apply for a transfer (Appendix B). Both the production and delivery of these information packets (approximately 7,000 were distributed door to door) were accomplished smoothly. The greatest problem encountered was one of timing. Due to the original delay in the awarding of the grant, the information packets delivered the last week of June when many families were leaving for vacation or were not primarily concerned with the opening of school in September.

With the implementation of a Parents' Choice Program it would have been necessary for these packets to be delivered in March. This would provide parents, interested in transferring their children in September with enough time to consult with school staffs, visit schools, and submit applications for transfer to the PAT office by May 30th.

During the simulated transfer period (June to August, 1975), the PAT workers developed and implemented procedures to assist parents in applying for transfers and obtaining more specific information about the schools. While the total number of transfers requested was 167 it was not necessary for the PAT workers to become actively involved in all of these requests. The PAT workers primarily functioned to explain the transfer rules, to assist parents in visiting schools and to set up appointments between parents and school staffs.

An additional function which the PAT workers assumed was one of providing general information to parents regarding the East Hartford Public Schools. A number of calls received were not concerned with Parents' Choice or the transfer process. Once the PAT phone number had been publicized and distributed via the information packets, parents began calling to request information about a variety of public school programs. Some of the information that was requested concerned the pre-kindergarten program, the gifted program, transportation policies, and special education programs. These requests were handled by providing initial information, referring the caller to the appropriate school department, and by following up the referral to insure that contact was made. The Parent Advice Team functioned in a limited way as an information and referral bureau for the school system.

While only three workers were utilized during this simulation it was anticipated that the complete implementation of Parents' Choice would have required a minimum of four field workers to handle the information distribution and transfer process.

The greatest difficulty encountered in the transfer process was in establishing uniform procedures and communication with the individual schools and the Office of Pupil Accounting. This was primarily caused by the fact that the Parent Advice Team was a new organizational structure which had to be coordinated with existing structures. It should be noted that in order for the Parent Advice Team to function properly it was housed in a central location that was accessible to the public and could remain open beyond the length of the normal school day. While it was possible to find adequate housing within existing school facilities, it was felt that, due to the nature of the Parent Advice Team, it should be housed in a more neutral location.

A major concern of Project Staff was that the PAT team be maintained as a nonjudgemental third party that would be able to provide parents with objective information. This neutral position was threatening to elements of the public school bureaucracy and while cooperative procedures were eventually worked out it is likely that had the voucher program been implemented the fears and conflicts would have arisen again.

"OUR SCHOOLS" BOOKLET

The third edition of the "Our Schools" booklet was published in May, 1975. The primary function of this booklet is to provide parents with objective descriptions of the East Hartford Schools educational programs. A number of changes and improvements were made in the 1975 edition of the "Our Schools" booklet and it is significantly improved over previous edditions (Appendix C). The school descriptions were written in a fairly uniform manner so that comparisons could be made between schools. The content of the descriptions is fairly accurate although some of the statements are vague and need clarification. The most obvious problem is the apparent lack of significant differences among the schools. It is important to note that some differences do exist but that these differences are not always reflected by the information contained in the school descriptions.

Because of these deficiencies in the 1975 edition the content of the 1976 "Our Schools" booklet was changed significantly. Rather than relying on the somewhat vague program descriptions a heavy emphasis was placed on verifiable data (Appendix D). While it is felt that this format is an improvement it still has a preponderance of jargon which educators seem unwilling to give up.

"YOUR SCHOOLS"

In addition to the "Our Schools" booklet, project staff also produced a booklet entitled "Your Schools". The purpose of this booklet was to provide parents with the information and procedures required to make the public school bureaucracy more responsive to their needs. As the introduction states:

> "Making your schools work for you is like anything else. You need to know how the school system operates, and what to do when you have a problem that needs solving or a question that needs an answer.
>
> This booklet is designed to give you the knowledge so that you as a parent or East Hartford resident can make wise decisions about the school system and its educational programs".

In essence rather than dealing with program descriptions the "Your Schools" booklet is concerned with the procession involved in utilizing the school system. Had the voucher program been implemented the "Our Schools" and "Your Schools" booklets would have provided parents with the tools needed to make wise educational choices. It should be noted that even without the voucher program the information which has been provided to parents will undoubtedly contribute to the development of more positive parent-school relationships.

APPENDIX A

EAST HARTFORD PUBLIC SCHOOLS
PARENTS' CHOICE PROJECT

Role of PAT Field Worker (Parent Advice Team)

General Mission: Field workers will work directly with the community under the supervision of the Parents' Advice Team Coordinator acting as a liaison between the school and the community.

General Duties:

1. Meet with school staffs and community to assist in the development of an effective communication cycle.
2. Participate in the development of an information resource service for the public.
3. Assist in the collection and analysis of data pertinent to the transfer process.
4. Collect school program descriptions.
5. Assist in the design of various forms.
6. Publish the third generation of "Our Schools".
7. Prepare packets of descriptive materials and forms.
8. Deliver packets to families, discuss the "Our Schools" booklet and explain the process for transfers.

Information collection and verification:

The Schools:

1. Collect and publish the descriptions of "Our Schools".
2. Verify information regarding capacity, enrollment, using central office information on file.
3. Collect additional information from staff and community to update "Our Schools". This is to be accomplished in cooperation with principals and supervisors.

The Parents:

1. Assist in processing the transfers.
2. Record statements regarding the content of "Our Schools."

Information dissemination:

The School:

1. Pupil Accounting Bureau will update monthly incoming and outgoing students.
2. Synthesize comments on the content of "Our Schools" and assist in the development of the 4th generation.

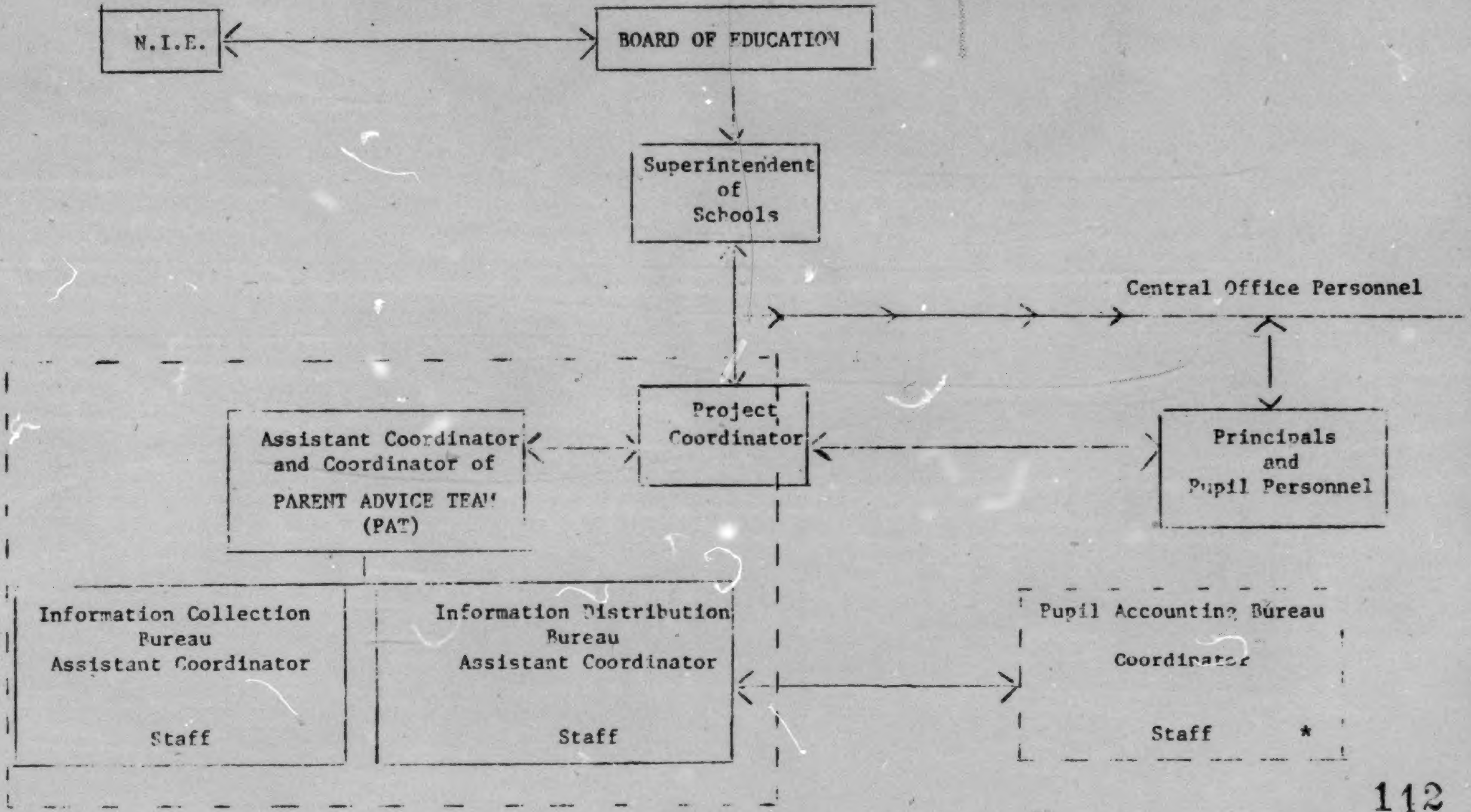
The Parents:

1. Explain Parents' Choice Program (concept, transfers, process, etc.)
2. Distribute information packets to parents.
3. Explain the "Our Schools" Bookelt, terms, etc.

The PAT Staff Will Not

1. Counsel parents.
2. Recommend schools or programs for students.

AJE/WBT/ejd
5/19/75
12/30/75


N.I.E.
BOARD OF EDUCATION
Superintendent of Schools
Central Office Personnel
Project Coordinator
Assistant Coordinator and Coordinator of PARENT ADVICE TEAM (PAT)
Principals and Pupil Personnel
Information Collection Bureau Assistant Coordinator
Staff
Information Distribution Bureau Assistant Coordinator
Staff
Pupil Accounting Bureau
Coordinator
Staff *

PARENT ADVICE TEAM

AJE/ejd
5/12/75

*Internal Operation

APPENDIX B

EAST HARTFORD PUBLIC SCHOOLS
PARENTS' CHOICE PROJECT

HOW TO REQUEST A TRANSFER

1. If you want more information about the schools in East Hartford call:
   Parent Advice Team
   700 Burnside Avenue, Room 15
   East Hartford, Connecticut 06108
   Telephone #528-9174

2. If you already know the school that you would like your child to attend, fill out the TRANSFER REQUEST FORM.

3. Send the completed form to Mr. Ernest Grasso, Pupil Accounting Bureau, East Hartfrod Public Schools, 110 Long Hill Drive, East Hartford, Connecticut 06108.

4. You will receive a letter telling you whether your transfer request has been approved or denied.

5. If the transfer has been approved, the letter will tell you the date your child will begin attending his new school.

6. If the transfer has not been approved, the letter will tell you why.

7. If your transfer request is not approved and you would like to discuss transfer to a different school, call the Parent Advice Team, 700 Burnside Avenue, Room 15, East Hartford, Connecticut 06108, telephone #528-9174.

WBT/msh
6/9/75

EAST HARTFORD PUBLIC SCHOOLS
PARENTS' CHOICE PROJECT

TRANSFER REQUEST FORM

Complete this form if you desire a transfer for your child and send it to Mr. Ernest Grasso, Pupil Accounting Bureau, 110 Long Hill Drive, East Hartford, Connecticut 06108.

NOTE: Transportation for a child attending an out-of-district school must be provided by the parents.

Student's Name ______________ Date of Birth ______________ Sex ______________

Address ______________ Telephone Number ______________

Transfer From-Name of School ______________ Grade ______________

Transfer To-Name of School ______________

When would you like transfer to take place? (Circle one)

Sept. Nov. Jan. April

Conference Request (Parent Advice Team)

Yes__________ No____________

Signature of Parent ______________ Date of Request ______________

For Office Use Only

Number of Transfers Granted:

1______ 2________ 3______

Request Granted____________

Request Denied_____________

Signature, Pupil Accounting ______________

WBT/msh
6/2/75

APPENDIX C

EAST HARTFORD PUBLIC SCHOOLS
OPEN ENROLLMENT PROJECT

PROFILE FOR INDIVIDUAL SCHOOL DESCRIPTION

SCHOOL

ADDRESS

PHONE

PRINCIPAL

ENROLLMENT	GRADES	STUDENTS	AVAILABLE SEATS

PROGRAM GOALS

A. What is the school doing?

B. How is it achieving its goals?

MAJOR PROGRAM OFFERINGS OR CURRICULUM

A. Structure

1. Traditional
2. Open
3. I.G.E.
4. Non-graded
5. Multi-aged
6. Teaming

B. Course Offerings

1. Regular
2. Gifted
3. Remedial reading
4. College credit

Profile for Individual School Description

C. Materials Used

1. Books - Texts
2. AVA
3. Supplementary

SPECIAL PROGRAMS

A. Adaptive Physical Education Program
B. Social Workers Program
C. Guidance Program
D. Federal Resource Program
E. English as a Second Language Program
F. Reading Programs - remedial, corrective and advanced
G. Gifted Programs
H. Health Programs

SPECIAL CLASSES

A. Trainable Mentally Retarded
B. Educable Mentally Retarded
C. Adjustment
D. Learning Disabilities
E. Hearing Impaired
F. Language Class

SPECIAL SERVICES - that are available

A. Psychological Examiners
B. Learning Disabilities
C. Social Workers
D. Speech and Language Clinicians
E. Reading Consultants
F. Guidance
G. Health

Profile for Individual School Description

EDUCATIONAL POLICIES

A. Groupings (heterogeneous, homogenous)

  1. Criteria for grouping

B. Homework
C. Promotion Policies
D. Detention
E. Suspension

CLASS SIZE

A. By-Grade - or Unit

  1. Pupil-Teacher Ratio

B. By Special Classes

  1. Pupil-Teacher Ratio

STAFF

A. Principal
B. Vice-Principal/s
C. Head Teacher
D. Federal Resource Personnel
E. Aides
F. Nurses
G. Specialists - guidance, reading consultants, etc.

  1. Times per week - etc......

H. Secretary

STAFF EXPERIENCE

A. Percentage of teachers teaching 5 years or less.
B. Percentage of teachers teaching 5 - 10 years.
C. Percentage of teachers teaching 10 years or more.
D. Percentage of staff turnover last year.

Profile for Individual School Description

STUDENT INVOLVEMENT

A. During School

1. Student Government
2. Newspaper
3. Community Service
4. Other

B. After School

PARENT INVOLVEMENT

A. P.T.A. or P.T.O.
B. Volunteers
C. Tutors
D. Other

EVALUATION PROCEDURES

A. Students Performances
B. Teacher Observation
C. End of Unit Tests
D. Criterion Referenced Tests
E. Standardized Tests
F. Students' Self-Evaluation
G. School Planning Teams
H. Others

REPORTING SYSTEM

A. Report Cards - (How Often)
B. Conferences - (How Often)
C. Progress Reports - (How Often)
D. Other

Profile for Individual School Description

PHYSICAL FACILITIES

A. Gym
B. Multi-Purpose Room

   1. Uses

C. Library
D. Media Center
E. Offices
F. Playground
G. Number of stories high
H. Industrial Arts
I. Homemaking
J. Other

FK/ejd
2/25/74
2/27/74 Rev.

APPENDIX D

EAST HARTFORD PUBLIC SCHOOLS
PARENTS' CHOICE PROJECT

SCHOOL______________________________

ADDRESS____________________________ ___ TELEPHONE____________________ EXT.________________

PRINCIPAL__________________________

VICE PRINCIPAL(s)____________________

SECRETARY(s)________________________

ACADEMIC DATA

MAJOR PROGRAM OFFERING OR CURRICULUM

A. Structure

1. Traditional
2. Open
3. I.G.E.
4. Non-graded
5. Multi-aged
6. Teaming
7. Other (Please specify)

B. Grouping (criteria)

C. Scheduling (e.g. do children move for different subjects, are they grouped according to ability mixed, etc.)

D. ______________School has established the following (3-5) objectives for the 1976-1977 school year:

1. OBJECTIVE

   PLAN FOR ACHIEVING AND EVALUATING THIS OBJECTIVE

2. OBJECTIVE

   PLAN FOR ACHIEVEING AND EVALUATING THIS OBJECTIVE

3. OBJECTIVE

   PLAN FOR ACHIEVING AND EVALUATING THIS OBJECTIVE

4. OBJECTIVE

   PLAN FOR ACHIEVING AND EVALUATING THIS OBJECTIVE

5. OBJECTIVE

   PLAN FOR ACHIEVING AND EVALUATING THIS OBJECTIVE

EXTRACURRICULAR ACTIVITIES

Please list some of the activities you plan to provide for the 1976-1977 school year. (Include: (Field trips, directed activities, enrichment programs after school clubs, etc.)

NEEDS

What do you think your school needs to improve services?

READING CHART

PROGRAMS										
GRADE K										
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										
11										
12										

MATH CHART

PROGRAM									
GRADE K									
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									

CLASS SIZE

Please list for Reading and Math your smallest class, largest class and average class: (use current date)

ADDITIONAL PROGRAMS

Special Instructional Programs in your school that are NOT offered system-wide--Please List:

SPECIAL EDUCATION CLASSES

Special Education classes housed in your building --Please List:

PROFILE OF PRINCIPAL

How long have you been the principal of this school? ____________________

Where did you work before coming here? ____________________

How many years have you been in the field of education? ____________________

Education background: College(s) attended ____________________

Degree (s) earned ____________________

Please not additional information which you feel is relevant:

STAFF COMPOSITION
1975-1976

Total Number of Teachers ____________________

Number of Male Teachers ____________________ Number of Female Teachers __

Age: 20-25 ____, 26-30 ____, 31-35 ____, 36-40 ____, 41-45 ____, 46+ ____

Education: B.A. ____, Masters ____, Masters +30 ____, Ph.D. ____

Caucasian ____, Black ____, Hispanic ____, Asian American ____, Other ____

Experience: 1-3 **yrs.** ____, 4-6 ____, 7-9 ____, 10-12 ____, over 12 ____

STUDENT COMPOSITION
1975-1976

Student Population (total) ______________________

Number of Male Students __________________ Number of Female Students______

Caucasian _____, Black _____, Hispanic _____, Asian American _____, Other _____

No. of Students who take bus ________, No. of Students who walk ____________

Percentage of Student Turnove (1974-1975) __________________ *
*Total number of students entered and left is what percentage of total population?

Percentage of Students Retained (1974-1975) ______________________

Percentage of Students Suspended (1974-1975)______________________

Percentage of Students earning High Honors ______________________

Percentage of Students earning Honors ______________________

Do you have a student government? ______________________________

HIGH SCHOOLS ONLY -- Preceeding year

Percentage of Students dropping out _____________________________

Percentage of Students going to college ______ __________________

Percentage of Students going to Technical Schools _________________

Percentage of Students entering job market _______________________

PARENTAL INVOLVEMENT

Does your school have a PTA or PTO?

How often does it meet?

List activities which it sponsors:

What is the average attendance?

Does it publish a newsletter?

Do you have parent volunteers? ________If yes, in what capacity?____________ ___

______________________________ _______________ ____________________________________

Do you have other parent groups in addition to PTA/PTO?

List and Explain:

Does your school publish a newsletter?

If yes, how often?

PHYSICAL FACILITIES (By school)

Picture of School

Specifications

- Year of Construction
  - Dates of renovation and/or additions
- Capacity
- Itemization of rooms
  - Classrooms
  - Cafeteria, Media (indicate No. of Books) music/art, hym, multipurpose rooms etc.
  - Extra Facilities
    - Industrial Arts
    - Homemaking
  - Playground

BUDGET (BY SCHOOL)

Salaries - Principal, Vice Principals, & Teachers $__________
Secretaries, Aides, Nurse, Custodian __________

Total Salaries $__________

Non-Salary -
Textbooks $__________
Homemaking __________
Industrial Arts __________
School Library __________
Audio-Visual __________
Teaching Supplies __________
Homemaking __________
Industrial Arts __________
Channel 24 - ETV __________
Directed Activities __________
Transportation __________
Athletics __________
Field Trip __________
Heat __________
Water & Sewerage __________
Electricity __________
Gas __________
Maintenance of Plant __________
Replacement of Equipment __________
Maintenance Supplies __________
Student Body __________
Capital Outlay __________

Total Non-Salary $__________

GRAND TOTAL $__________

Section III

Transportation

TRANSPORTATION

In December, 1973 the East Hartford Board of Education considered the extension and improvement of those policies related to Open Enrollment. At that meeting the Board of Education unanimously moved to adopt and then tabled the following amendment and proposed extension related to the transportation policy:

> AMENDMENT TO TRANSPORTATION POLICY
>
> "The Board of Education has adopted a transportation policy which provides for the transportation of public and non-public school children in the Town of East Hartford, as allowed by statute, under the following conditions:"
>
> > "Transportation shall be provided all students on the above criteria. Location of residence within a local school attendance area shall not be a factor in determining transportation to the school in which the student is properly enrolled, provided that federal funds become available to cover excess costs of such transportation."

The Parents' Choice staff contracted with Educational Coordinates, a subsidiary of Mathematica, Inc., to determine the feasibility of implementing this transportation policy. While a similar task was undertaken in the Feasibility Analysis, it was felt that more accurate data would be needed to provide the Parents' Choice staff with more reliable and valid projections of the implementation costs.

The following activities were undertaken by Mr. David Lovell of Educational Coordinates to be performed for the Parents' Choice Project:

1. Computer Assisted Bus Scheduling (CABS) for all regular, home-to-school East Hartford Student Transportation, both public and non-public riders, for the year 1975-1976 (approximately 4,300) to be completed for implementation for the opening of school in September, 1975.

Deliverables were:

- a) bus routes that were acceptable to East Hartford transportation officials for all regularly transported students;
- b) a coordinated schedule of individual routes indicating those routes (and schools) which may be serviced together using one vehicle so as to minimize the number of vehicles required;
- c) a student list in alphabetic sequence by bus stop for each bus route generated;
- d) a student list in alphabetic sequence by grade level for each school considered;
- e) a bus pass for each student, which may be mailed to his/her home, indicating the assigned school and bus stop and approximate bus arrival time; and
- f) a computer plot of the digitized map of all streets in East Hartford.

2. A simulation to combine transportation of regular students and Parents' Choice riders using live data of students who would be attending out-of-attendance area schools for 1975-1976 school year.

3. A simulation to combine Special Education and Parents' Choice riders.

4. A simulation which assumes bell times different from those presently used.

STUDY CONCLUSIONS AND RECOMMENDATIONS FROM MATHEMATICA, INC.

In accomplishing the objectives set forth by the East Hartford Public Schools, Mathematica reached several conclusions regarding pupil transportation in East Hartford under a Parents' Choice Program. Moreover, Mathematica derived a number of recommendations which, if implemented, would contribute positively to minimizing transportation costs in such an environment.

Completion of Simulation One (Appendix E), which envisioned use of a computer to plan regular, home-to-school transportation for the 1975-1976 school year, demonstrated conclusively that transportation planning by computer is feasible and desirable for East Hartford. The blend of local expertise and computer power that was achieved was characterized by a high degree of accuracy (error rate less than 2%) substantial reduction of clerical effort, and a reduction in the number of vehicles required from 23 in 1974-1975 to 18 in 1975-1976. However, due to traffic patterns within the town it was necessary to change the figures of 18 buses to 20 for the 1975-1976 school year.

These results were especially impressive because the work was accomplished within a greatly restricted project schedule, i.e., work was started several months late because of a delay in contract negotiations. In future years use of a computer should yield even better results due to a presumed improvement in project start date.

Based on results of Simulation Two (Appendix E), which envisioned combined transportation of regular and Parents' Choice riders, it was concluded that Board supplied transportation for the 147 students attending out-of-district schools during 1975-1976 would have cost an additional $50,241 above the current budget of $176,872.

The additional expenditure of $50,241 represents use of 2 buses and 4 vans more than were planned for by the East Hartford Transportation Department. A more complete analysis shows:

2 buses *72 seats/bus *3 routes/bus (avg) = 432
4 vans *9 seats/van *2 routes/van (avg) = 72
504 seats

147 children/504 seats = 29% capacity utilization
computed average capacity utilization for Simulation Two = 70%

Hence, it can be seen that utilization of the additional vehicles is quite low. In fact, a level of usage of these vehicles equivalent to all others could yield capacity sufficient to handle approximately 350 out-of-district students or nearly 2.5 times as many as were considered in Simulation Two (Appendix E).

Furthermore, because the per diem fee for a bus was only $3.00 more than for a van, for an additional $2,160 the 4 vans could have been converted to 4 buses yielding an effective increase in seating capacity of 792 (4 x 72 x 3 - 72 = 792); overall. Then, the capacity to handle out-of-district riders would have been as follows:

6 buses *72 seats/bus *3 routes/bus (avg) = 1,296 seats
applying the 70% average utilization factor yields 907
seats.

In summary, two things should be clear. First, the relationship between costs and students transported is not linear. Hence, 294 additional riders would certainly not cost twice what 147 cost. Second, it may be reasonably expected that there would be little or no additional cost for substantial number of additional riders above the 147 already simulated. In fact, figures presented herein would tend to indicate that, at current contract rates, it would be possible to transport as many as 900 out-of-district riders for an additional expenditure above the current budget of just under $53,000.

Admittedly, 150 and 900 students represent only 1.4% and 8.4% respectively of the 1975-1976 student enrollment. However, these same numbers of students represent 2% and 12% of the projected 1981-1982 school enrollment. The number of students who would request a transfer, knowing that transportation would be provided, is still very much an unknown. It is thought that no more than 10% of the total school enrollment would request a transfer.

A number of other factors would also influence the future transportation costs of the East Hartford Public Schools in general. Cost savings could most likely be accomplished by: (a) adjusting school bell times, (b) allowing students to ride different buses, morning and afternoon, (c) allowing buses to follow different routes, morning and afternoon, (d) increasing the student waiting time (arrival to bell time).

Increased costs could be expected from inflationary and contractural factors. However, greater state aid per pupil for transportation and a greater number of students riding buses (and entitled to aid) might have combined to reduce inflationary growth.

The transportation consultant attempted to reduce overall costs by simulating the effect of Special Education students riding with regular and transferring students. Because the Special Education vans were operating at almost capacity this did not result in any reduction of costs. (Appendix E)

Table 1.1 presents the 1975-1976 transportation expenses of East Hartford schools. The cost of regular transportation for 1975-1976 has already been reduced by computerized bus routing. The $50,000 estimated extra cost of transporting Parents' Choice students represents 11.7% of the total transportation expense.

Table 1.2 uses the 1975-1976 estimated cost of $50,000 for transporting "out-of-attendance-area" students and projects future costs at a 5% annual growth. The use of a computerized bus transportation system can (and has) substantially reduced prior estimates of this cost.

TABLE 1.1

EAST HARTFORD PUBLIC SCHOOLS PARENTS' CHOICE PROJECT

1975-76 TRANSPORTATION EXPENSES

EXPENDITURE	AMOUNT
Salaries	$ 19,920.
Regular and Kindergarten	178,952.
Non-Public Schools	35,273.
Special Education	151,543.
Physical Handicapped	26,691.
Trade and Technical Schools	14,974.
TOTAL	$ 427,974.

TABLE 1.2

EAST HARTFORD PUBLIC SCHOOLS PARENTS' CHOICE PROJECT

FUTURE TRANSPORTATION EXPENSES FOR PARENTS' CHOICE STUDENTS

YEAR	EXPENSES
1975-76	$ 50,000.
1976-77	52,500.
1977-78	55,125.
1978-79	57,881.
1979-80	60,775.
1980-81	63,814.
1981-82	67,005.

Lastly it can be concluded that the minor alterations in bell times envisioned by Simulation Four (Appendix E) which otherwise utilizes data and constraints from Simulation One (Appendix E), would have a major, direct effect on transportation costs. Specifically, cost projections for the solution developed in Simulation Four (Appendix E) show an additional reduction in transportation expenditure of over $17,000 from the results of Simulation One (Appendix E).

These conclusions, coupled with observations made during project performance, yield the following recommendations for future considerations by the East Hartford Public Schools:

1. Bell times should be set in patterns dictated by transportation economy whenever possible, witness Simulation Four (Appendix E);
2. An attempt should be made to have non-public schools adopt bell schedules which more closely coincide with public school times.
3. Special Education transportation, because of its very dynamic nature and the negative economic impact, should neither be combined with Parents' Choice transportation nor be planned by computer, witness the lack of difference between Simulations Two and Three (Appendix E).
4. An extension of the maximum riding time of any given child from 30 minutes to 40 or 45 minutes should be effected to accommodate the longer trips that would be required in Parents' Choice enviroment, if economy is desired. It should be possible, in most cases, to do this without violating the mandated limit of one hour for walk-plus-ride time.
5. An increase in the time range or window within which buses may arrive at and depart from all schools should be effected. A suggested time window is 20 minutes, witness Simulation Four (Appendix E).
6. It should no longer be required that children ride the same bus both morning and afternoon. Lifting of this restriction could lead to greater economy of operation and ease of planning.

7. Both a bus stop identification and transportation status code should be added to the East Hartford Data Processing Department student census file for each child. This should be done regardless of future plans to utilize computer-based bus routing as it would also greatly facilitate the manual process.

8. An automated system of bus stop assignment and transportation status determination should be implemented in conjunction with point seven above to further facilitate either a manual or computer-based bus routing system.

APPENDIX E

MATHEMATICA, INC
An Equal Opportunity Employer, M/F

PARENTS' CHOICE

TRANSPORTATION STUDY

Prepared for the

EAST HARTFORD PUBLIC SCHOOLS

Submitted on

December 8, 1975

By
MATHEMATICA, INC.
P.O. Box 2392
Princeton, New Jersey 08540

STUDY OBJECTIVES

At the outset of this study, two objectives were established. First, East Hartford Public Schools and MATHEMATICA sought to develop an operational transportation system for the opening of school in September, 1975 (Simulation One). Second, an investigation of various transportation alternatives (Simulations Two and Three) in a Parents' Choice open enrollment environment was to be accomplished.

Late in October, 1975, a third objective developed. It was decided that an attempt should be made to develop a less expensive transportation system using the data and constraints of Simulation One. Simulation Four was, therefore, conceived and executed.

All three objectives were met. This report documents that success as well as related information.

STUDY CRITERIA AND ASSUMPTIONS

In order to enable accurate computation of the various alternate transportation plans, certain criteria were established and a number of assumptions were made. All are noted below and, except where indicated, apply uniformly to all four cases. Also, except where indicated, all were arrived at jointly and agreed upon by the East Hartford Public Schools Central Administration and MATHEMATICA, Inc.

Criteria

1) Children were not to ride a bus (or van) for more than 30 minutes, one-way.

2) Children were to board the bus at assigned stops or, in the case of special transportation, at their homes.

3) Bus stops assigned were to be established, traditional pick-up and dropoff points nearest each child's home.

4) No more than 72 elementary school children were to be loaded on any bus.

5) No more than 68 secondary school children were to be loaded on any bus.

6) School bell times used for Simulations One, Two, and Three were those established for the opening of school in September, 1975. The bell times used for Simulation Four were those proposed by the MATHEMATICA senior consultant.

7) The time ranges or windows within which buses could arrive at and depart from the various schools were set at 10 minutes for the elementary level and 15 minutes for the secondary level in cases one, two and three. In case Four, 20 minute

time windows were established for all levels.

8) All student census information used were those data compiled by the East Hartford Public Schools Data Processing Department.

Assumptions

1) Costs were to be calculated using 1975 - 1976 school year contract rates of $48.99 per day for a 72 passenger school bus and $45.99 per day for a 9 passenger van, despite an expected price increase when a new contract is issued for 1976 - 1977.

2) It was assumed that actual data on students choosing out-of-district schools for 1975-1976 fairly reflected future years and could be used in Simulations Two and Three.

3) It was assumed that actual data on special education riders for 1975-1976 fairly reflected future years and could be used in Simulation Three.

4) It was assumed that children would ride the same bus both morning and afternoon.

5) It was assumed that afternoon routes would duplicate morning routes but be run in reverse, i.e., from school-to-home.

COMPUTER OUTPUTS SUMMARIZED

During performance of this investigation of the feasibility of Board-supplied transportation in a Parents' Choice environment, four (4) computer simulations were conducted. On the following pages each of them is summarized.

Simulation One was delivered during August and comprised an operational transportation system that was to have been implemented at the start of school.

Simulations Two and Three were delivered to the Parents' Choice Office on November 14, 1975. They comprised proposed transportation systems for the combination of regular and Parents' Choice transportation and regular, Parents' Choice, and special education transportation respectively.

Simulation Four was received in the Parents' Choice Office on November 21, 1975. It comprised a proposed transportation system for current, home-to-school riders only, which assumed bell times different from those presently used.

SIMULATION ONE SUMMARY

Schools Serviced	19
Bus Routes Computer-Generated	57
Bell Schedule	One (Figure IV. 1)
Buses Required	18
Vans Required	0
Bus Cost (1)	$158, 728
Van Cost (2)	$
TOTAL COST	$158, 728

(1) At current rates of $48. 99/day and 180 days/year

(2) At current rates of $45. 99/day and 180 days/year

Figure I

SIMULATION TWO SUMMARY

Schools Serviced	24
Bus Routes Computer-Generated	68
Bell Schedule	One (Figure IV.1)
Buses Required	22
Vans Required	4
Bus Cost (1)	$194,000
Van Cost (2)	$ 33,113
TOTAL COST	$227,113

(1) At current rates of $48.99/day and 180 days/year

(2) At current rates of $45.99/day and 180 days/year

Figure II

SIMULATION THREE SUMMARY

Schools Serviced	24
Bus Routes Computer-Generated	91
Bell Schedule	One (Figure IV.1)
Buses Required	22
Vans Required	18
Bus Cost(1)	$194,000
Van Cost(2)	$149,008
TOTAL COST	$343,008

(1) At current rates of $48.99/day and 180 days/year

(2) At current rates of $45.99/day and 180 days/year

Figure III

SIMULATION FOUR SUMMARY

Schools Serviced	19
Bus Routes Computer-Generated	57
Bell Schedule	Two (Figure IV. 2)
Buses Required	16
Vans Required	0
Bus Cost (1)	$141,091
Van Cost (2)	$
TOTAL COST	$141,091

(1) At current rates of $48.99/day and 180 days/year

(2) At current rates of $45.99/day and 180 days/year

Figure IV

BELL SCHEDULE ONE

SCHOOL NAME	A. M. TIME	P. M. TIME
Barnes	8:45	2:55
Burnside	8:45	2:55
Center	8:45	2:55
Goodwin	8:30	2:40
Hockanum*	8:35	2:45
Mayberry	9:00	3:10
McCartin*	8:35	2:45
Norris	8:45	2:55
O'Brien	8:15	2:25
O'Connell*	8:20	2:30
Second North	8:45	2:55
Silver Lane	8:35	2:45
Slye	8:45	2:55
South Grammar*	8:25	2:35
Sunset Ridge	8:45	2:55
Willowbrook*	9:00	3:10
Woodland	9:00	3:10
Stevens	8:20	2:30
Pitkin	8:15	2:[illegible]
Langford	8:45	2:[illegible]
Penney	7:50	2:00
East Hartford	8:20	2:30
St. Christopher	9:00	3:00
St. Rose	8:40	2:40
Cheney Technical	8:00	2:17

*Schools so denoted had bus service for Simulations Two and Three only.

Figure IV. 1

BELL SCHEDULE TWO

SCHOOL NAME	A.M. TIME	P.M. TIME
Barnes	9:00	3:10
Burnside	9:00	3:10
Center	9:00	3:10
Goodwin	9:00	3:10
Hockanum*		
Mayberry	9:00	3:10
McCartin*		
Norris	9:00	3:10
O'Brien	8:00	2:10
O'Connell*		
Second North	9:00	3:10
Silver Lane	9:00	3:10
Slye	9:00	3:10
South Grammar*		
Sunset Ridge	8:30	2:40
Willowbrook*		
Woodland	9:00	3:10
Stevens	9:00	3:10
Pitkin	8:00	2:10
Langford	9:00	3:10
Penney	7:45	1:55
East Hartford	8:30	2:40
St. Christopher	9:00	3:00
St. Rose	8:40	2:40
Cheney Technical	8:00	2:17

* Schools so denoted had no bus service for this simulation

Figure IV. 2

Section IV

Autonomy/In-Service

AUTONOMY

The Board of Education and the Superintendent initiated in the last five years efforts toward decentralization and greater building level autonomy in the East Hartford Public Schools. The parameters for building level autonomy are outlined in the Feasibility Study for the Open Enrollment/Parents' Choice Program as follows:

> The authority to plan, organize and implement school organizational patterns and programs by the individual school administrator within broad policies established by the Board of Education is of necessity an integral part of a system which allows school to be different and parents to choose.
>
> As a management concept the East Hartford School Administration for the past five years has been stressing assignment of, or the delegation of, decision-making authority to that level closest to operation responsiblility, the school.
>
> The individual school unit presently has the responsibility for determining many of the decisions for the school. These are primarily in the area of curriculum development, building organization, staff utilization and programming, which includes grouping, selection of material and equipment, evaluation and the structure of the school day.
>
> The Central Administration makes financial decisions within the framework of the budget approved by the Board of Education. Human resources are allocated by Central Administration for each school. Allocation of teachers are based on a student-teacher ratio. Length of the school day and school year as well as the selection of custodians and secretaries are determined by contractual agreements. Special classes and/or students and special problems, renovations and structural changes in the physical plant, while recommeded by the local school administrator, are subject to the approval of Central Administration.

The individual school administrator, the principal, with the aid and advice of the school staff, presently exercise clear decision-making authority in the following area:

1. Assignments of students for group or individual instruction.

2. Organization and scheduling of instructional time within the school day.

3. Selection of new teachers to the school.

4. Assignment of teaching staff within the school.

5. Selection of methods and techniques and purchase of materials and equipment to implement curriculum.

6. Determination of the appropriate method of communicating to parents their child's school progress beyond the basic minimal report required by the school system, i.e. parent-teacher conference, telephone call, written progress reports.

7. Provision of non-student contact time to individual staff members to work on educational problems and issues on a sustained basis through temporary assignment of substitute teaching personnel.

8. The study of new educational ideas, initiation of their limited use within the school and evaluation of results.

   Individual school administrators and staffs have major input into the decision-making process, although not to the point of determining, the following:

   a) Assignment of students for special placement other than local school.
   b) Assignment of special teachers to school from system-wide personnel reservoir.
   c) Termination or mandatory transfer of certificated personnel.
   d) Determination of maintenance projects which require specific budget funding.

In order for these concepts to function maximally in the system it was imperative that all staff have certain group level skills in the process of problem-solving, decision-making and conflict management.

In order to provide school staffs with these skills, the East Hartford Parents' Choice staff contracted with Human Enterprises to develop an In-Service training program to accomplish the following objectives:

1. Develop an understanding of the extent to which the school system supports diversity to enable staff to assume responsibility for developing diversity at the building level;

2. Acquire knowledge concerning the present and proposed decision-making process (at the school system and the building level) in order to:

    a) recognize the alternatives presently available to them as well as those which may become available, and;
    b) make appropriate choices among the alternatives.

3. Develop skills to enable staff to:

    a) use groups constructively at the building level;
    b) manage conflict creatively at the building level;
    c) solve building level problems;
    d) design a decision-making process for the building.

4. To learn what the proposed Parents' Choice is all about.

There were five phases to the In-Service training program. The following is a synopsis of the program.

RATIONALE FOR TRAINING DESIGN

While under ideal conditions it would be appropriate to have consultants working intensively with each individual school's staff in order to reach the objectives stated previously, severe constraints of time and money made such an approach impossible.

After considering these constraints and the need to prepare individual school staffs to carry on in the absence of consultants, a design was developed:

1. to provide optimal use of consultant time;

2. to provide a large number of staff with appropriate skills; and

3. to prepare them to continue the necessary work in future years.

TRAINING DESIGN

PHASE I - September, 1975-March 31st, 1976 (5 1/2 days*)

In-depth team building for project staff and Central Administration. This effort was focused on creating a well coordinated and effective top management team. *(2 1/2 consecutive days in September, 1975; others to extend through Phase IV).

PHASE II - September-October 15th, 1975 (3 1/2 days)

a) Training for Administrative Council (i.e., Central Administrators, certified administrators and classified administrators) and several teachers focused on clarifying the elements of the Parents' Choice Project, understanding the In-Service training plan for the school year and providing an opportunity for both groups to discuss the training plan. (2 days)

b) Training for supervisors and staff selected by them to explain the Parents' Choice Project, the In-Service training plan and the implications of the Parents' Choice Project for special area staff. (1 1/2 days)

PHASE III - October-December, 1975 (8 days per team)

a) In order to reach each school, teams consisting of administrative staff, supervisory personnel, classroom teachers and special area staff, were given eight days of training designed to provide them with knowledge about Parents' Choice and the skills to go back to their building and work with the rest of their staff to enable the school to begin its planning for successful operation under the Parents' Choice Project. Six of the training days were devoted to intensive skill building for team members and two were devoted to planning for In-Service programs for their building.

With the exception of the two high schools, alternate high school and private schools, teams were clustered into groups which consisted of feeder schools in order to create collaborative approaches to developing autonomy and diversity.

b) The one day of In-Service for the secretarial staff was devoted to providing them with knowledge about Parents' Choice and their vital role in communications.

PHASE IV - October, 1975-April, 1976 (4 1/2 days per building or 2 full days per building)

During this phase consultants worked with building teams to help them design In-Service programs for their buildings. Consultants were subsequently present at school In-Service meetings as observors providing feedback on process to the building team. The faculties developed:

a) a written document describing their decision-making process; and

b) a written statement on plans for 1976.

PHASE V - April, 1976 (2 days per building)

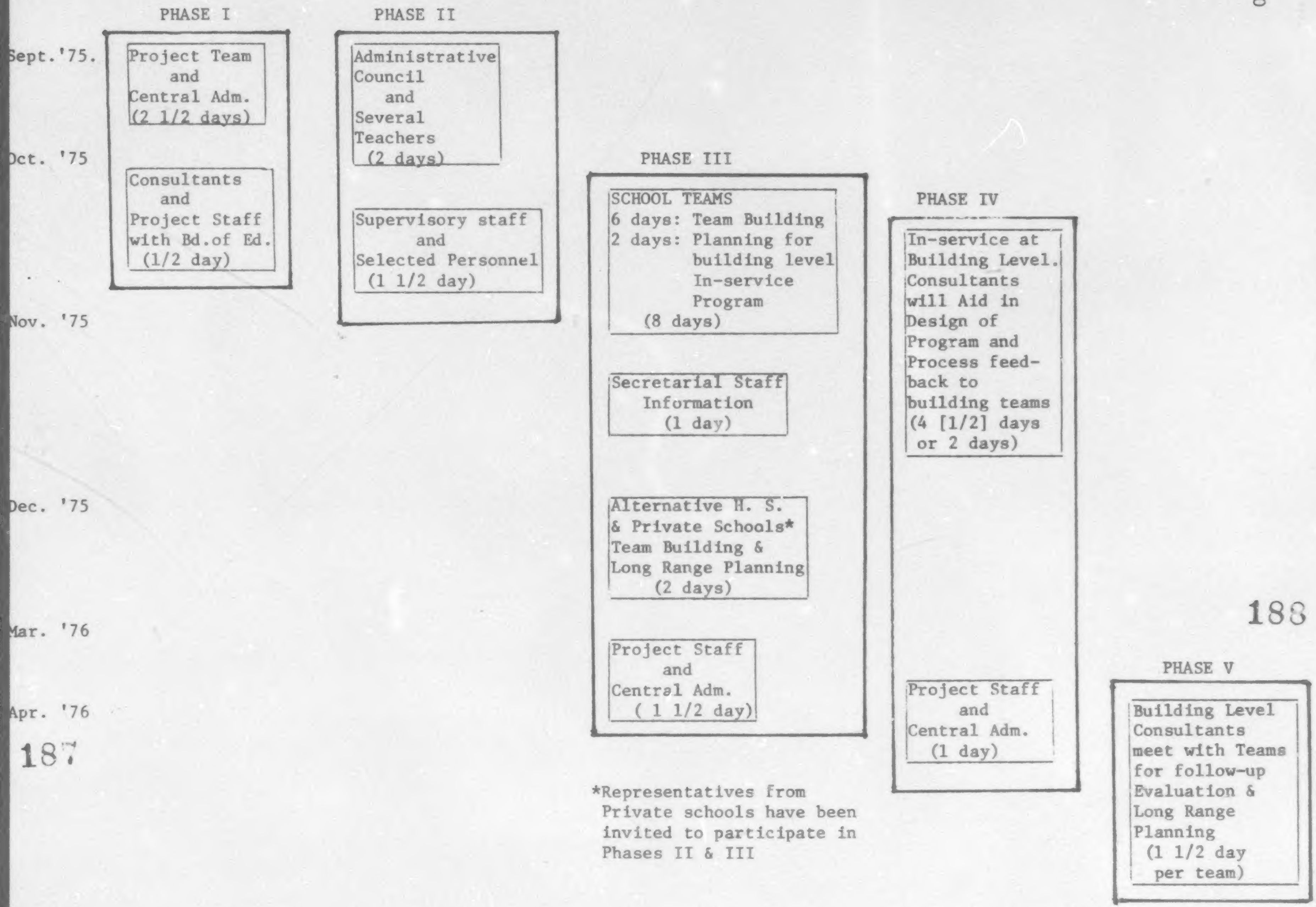
These two days allowed the original consultant team to meet with individual school teams to:

a) follow up relevant issues;

b) evaluate with the teams the work of the year; and

c) assist in the preparation of long range plans.

FLOW CHART FOR INSERVICE TRAINING



PHASE I

Project Team
and
Central Adm.
(2 1/2 days)

Consultants
and
Project Staff
with Bd.of Ed.
(1/2 day)

PHASE II

Administrative
Council
and
Several
Teachers
(2 days)

Supervisory staff
and
Selected Personnel
(1 1/2 day)

PHASE III

SCHOOL TEAMS
6 days: Team Building
2 days: Planning for
building level
In-service
Program
(8 days)

Secretarial Staff
Information
(1 day)

Alternative H. S.
& Private Schools*
Team Building &
Long Range Planning
(2 days)

Project Staff
and
Central Adm.
(1 1/2 day)

PHASE IV

In-service at
Building Level.
Consultants
will Aid in
Design of
Program and
Process feed-
back to
building teams
(4 [1/2] days
or 2 days)

Project Staff
and
Central Adm.
(1 day)

PHASE V

Building Level
Consultants
meet with Teams
for follow-up
Evaluation &
Long Range
Planning
(1 1/2 day
per team)

*Representatives from Private schools have been invited to participate in Phases II & III

SUMMARY SHEET OF TEAM DISTRIBUTION

TEAM I and II

Penney High School
East Hartford High School - Sub-Teams [2] Participants [34]

1	CA*and/or Supervisor*
1	Principal
2	Vice Principals
3	Guidance (inc.Dept.Head)
5	Department Chairmen
5	Teachers
17	

TEAM III

O'Brien Middle School Team
(Langford, Mayberry, Norris & Woodland) - Sub-Teams [5] Participants [41]

	Middle School Team		Elementary Teams for Each School
1	CA and/or Supervisor	1	CA and/or Supervisor
1	Principal	1	Principal
1	Vice Principal	1	Special Area
2	Guidance	4	Teachers
3	Unit Leaders	7	
5	Teachers		
13			

TEAM IV

Pitkin School Team
(Goodwin, Slye, Stevens) - Sub-Teams [4] Participants [31]

	Middle School Team		Elementary Teams for Each School
1	CA and/or Supervisor	1	CA and/or Supervisor
1	Vice Principal	1	Principal
1	Guidance	1	Special Area
3	Unit Leaders	4	Teachers
3	Teachers	7	
1	Principal		
10			

TEAM V

O'Connell School Team
(Barnes) - Sub-Teams [2] Participants [17]

	Middle School Team		Elementary Teams for Each School
1	CA and/or Supervisor	1	CA and/or Supervisor
1	Principal	1	Principal
1	Vice Principal	1	Special
1	Guidance	4	Teachers
3	Special Area	7	
3	Teachers		
10			

* CA = Central Administrators*
* ex-officio members who would attend at times to be designated

SUMMARY SHEET OF TEAM DISTRIBUTION (continued)

TEAM VI

Sunset Ridge Team
(Silver Lane, Burnside) - Sub-Teams [3] Participants [24]

Middle School Team

1	CA and/or Supervisor
1	Principal
1	Vice Principal
1	Guidance
3	Special Area
3	Teachers
10	

Elementary Teams for Each School

1	CA and/or Supervisor
1	Principal
1	Special Area
4	Teachers
7	

TEAM VII

Hockanum School Team
(Willowbrook, McCartin, South Grammar) - Sub-Teams [4] Participants [33]

Middle School Team

1	CA and/or Supervisor
1	Principal
1	Vice Principal
2	Guidance
3	Special Area
5	Teachers
13	

Elementary Teams for Willowbrook & So. Grammar

1	CA and/or Supervisor
1	Principal
1	Head Teacher
1	Special Area
2	Teachers
6	

Elementary Team for McCartin

1	CA and/or Supervisor
1	Principal
3	Special Areas
3	Teachers
8	

TEAM VIII

Center School Team
(Second North) - Sub-Teams [2] Participants [15]

Middle School Team

1	CA and/or Supervisor
1	Principal
1	Vice Principal
1	Guidance
3	Special Area
4	Teachers
11	

Elementary Team for Second North

1	CA and/or Supervisor
1	Head Teacher
1	Special Area
1	Teacher
4	

OTHER TEAMS

Central Administration and Project Staff - Team [1] Participants [12]

Administrative Council - Team [1] Participants [43]

SUMMARY SHEET OF TEAM DISTRIBUTION (continued)

OTHER TEAMS (continued)

Supervisors and Selected Staff - Team [1] Participants [24]

Secretarial Team - Team [1] Participants [28]

Alternative High School & Private Schools - Team [1] Participants [15]

SUMMARY

Eight (8) Teams with 27 Sub-Teams in Phase III

Five (5) Other Teams

Total Number of Staff involved 316 = 42% of total staff

All staff will be involved at the building level.

SUMMARY SHEET OF TEAM DISTRIBUTION (continued)

OTHER TEAMS (continued)

Supervisors and Selected Staff - Team [1] Participants [24]

Secretarial Team - Team [1] Participants [28]

Alternative High School & Private Schools - Team [1] Participants [15]

SUMMARY

Eight (8) Teams with 27 Sub-Teams in Phase III

Five (5) Other Teams

Total Number of Staff involved 316 = 42% of total staff

All staff will be involved at the building level.

FINAL REPORT AND EVALUATION

IN-SERVICE TRAINING

EAST HARTFORD PUBLIC SCHOOLS

September - June, 1976

Submitted by:

HUMAN ENTERPRISES

Gloria C. Fauth Ph.D.

This report presents a brief summary of the major training events in each phase of the training program. In addition, the results of the final evaluation are presented in detail, followed by an analysis of the data. This analysis attempts to examine both the internal content and process of the training design and the gains and losses to the East Hartford system. The report concludes with some recommendations for future programs of this nature based on the experience itself and the results of the evaluation.

PART I: SUMMARY OF TRAINING EVENTS

PHASE I

This part of the training involved Central Administration and the project staff. The major goal of these two and one-half days was to accomplish team building. It was the prior understanding of the consultants that it was the desire of the system to create a strong top management team. The sessions were therefore designed to focus on the interaction among the group members in relation to problem-solving and decision-making. Elements were built into the design that provided opportunities to assess each individual's leadership behavior and his impact, in this regard, on group interaction. Time was spent exploring trust relationships between staff members and exploring the effects of trust on group member's interaction. It became obvious that the members of this group did not share our perception of their goal of functioning as a team in the sense of shared decision-making. The relationship of the members and the Superintendent was clarified to their satisfaction. Considerable time was spent on developing a definition of building autonomy in more operational terms than the previous explanation given by Dr. Diggs in a memo to staff.

PHASE II

The training sessions for the Administrative Council focused on further clarification of the function of the training program. Since members of this group were unfamiliar with the design and intent of the program much time was devoted to clarifying the goals and methods to be employed. Information on perceived needs of staff for the team training session was solicited from this group. Criteria for the selection of team members were developed to assist principals in this task. Work was begun on developing an operational definition of building autonomy from the principal's point of view.

Additionally, consultant staff met with the supervisors when it became apparent that the needs of this group differed from those of other groups in the Administrative Council. The major focus of these first meetings was to clarify the current role of the supervisor and to develop some parameters for the role of supervisors under building autonomy.

Later sessions with this group resulted in a well throught out definition of building autonomy, including some suggestions for system-wide organization change.

PHASE III

The major thrust of the training design as outlined in the proposal was to train a team of teachers from each building in the skills necessary for the building to function effectively under the concept of building autonomy. The training emphasized skill acquisition for building autonomy rather than the proposed Parents' Choice program in order that the system could improve its functioning whether or not Parents' Choice was approved by the Board of Education. Information regarding the Parents' Choice program was given to teaching staff and parents in a series of meetings conducted by the project staff.

Each team met with their consultant team for eight five hour sessions held from four p.m. to ten p.m. on Thursdays, from October to December. The sessions focused on the direct skill training outlined in the proposal. Each team received in-depth skill training sessions on communication skills, team building, problem-solving, decision-making, conflict resolution and action planning.

At the close of each session short evaluation forms were distributed. These were used by consultant staff to determine design changes, to keep in touch with process and developing needs.

Each team was required to submit, at the end of the initial training sequence, a detailed action plan for second semester. These action plans detailed the method and time schedule for transmitting the skills acquired to the rest of the building staff and for developing a decision-making model for each building. Sample training session designs and action plans can be found in Appendix F of this report.

The alternate high school met with the consultant staff separately from the rest of the teams since its needs were perceived to be quite different from the rest of the system. In collaboration with the consultant, five one-half day sessions were held which dealt with developing an evaluation program for their school and learning conflict management skills.

Secretarial staff met with the consultants for a day long session. The purpose of this session was two fold. First, project staff made a presentation on the proposed Parents' Choice program. Secretarial staff had the opportunity to question project staff as to the proposal. The remaining one-half day was devoted to an intensive session on basic communication skills, conducted by a consultant team.

During this time it became evident that another approach to developing a statement on building autonomy was necessary. An ad hoc group consisting of representatives from Central Administration, principals, supervisors and teachers was formed. This group met for six intensive sessions to hammer out an operational definition of building autonomy that detailed what decisions were to be made at the building level. This document was to provide the basis for each school to develop its own decision-making mode. Each school was to take this operational definition of building autonomy and decide in its own school the important issue of who decides. These completed models were submitted to Central Administration before the end of the school year. After much discussion and at a much later date than anticipated the definition was completed. It was to be distributed to each school for its use. This document can be found in Appendix G.

Near the end of this phase the problems of team members gaining smooth entry into their buildings was addressed. Some in-group, out-group feelings had developed as a result of a few staff members receiving intensive training. It was decided to provide the opportunity for each team to expand its membership by adding an equal number of non-participant staff members to the team for a single session. The purpose of this session was to allow the team members to share in depth their experience and to share their proposed action plans for the second semester with the rest of the staff for input and approval. Consultant staff was to be available for these sessions if the team desired.

The proposal had included the possibility of two days training for the parochial schools. Due to the failure of the proposed Parents' Choice project and the necessity for many additional meetings with the ad hoc group, these sessions were not held.

PHASE IV AND V

From January to June the school teams which had taken part in the fall training program presented to their school staffs the information and skills gained from the fall workshops. The total staff was to begin working on the development of a decision-making model for their building.

The role of the consultant staff changed to one of observer, processor, and facilitator. Each team was entitled to three visits per school by consultant staff.

Time for these In-Service sessions was a major problem. The projected use of regularly scheduled In-Service days was not possible due to prior commitment for these days. While some principals were willing to use regular staff meeting time for training sessions, many teams used volunteer time after school and generally sandwiched in whatever time they could manage.

While the projected completion date for Phase IV and V was April, 1976, it was apparent from January on that this time line would not be met. As of June 1st, 1976 most schools had completed the In-Service aspect but were still working on the decision-making models. (Appendix H) As a consequence Phase IV and V became concurrent in most situations.

PART II - EVALUATION

In order to evaluate the impact and effectiveness of the training program a series of structured interviews were conducted with participants. The interviews were done by individuals who were experienced in the technique of evaluation interviewing and who had considerable previous experience in such procedures. These interviewers were individuals who had had no previous involvement with the project. A random selection of participants was made and interviewers met with each selected person in their respective schools during the week of May 17th, 1976. A total of fifty-eight interviews were conducted by four interviewers. At the close of the interviewing sessions the chief interviewer analyzed the data obtained and reported his findings in an hour-long taped report.

The following paragraphs contain the interview questions and the responses of the participants.

Data on Random Sample Used for Interviews N=58

AGE: 21-30 22, 31-40 16, 41-50 14, 51-60 6.

SEX: Male 23, Female 35

Current Role in School System

Teachers: Elementary 31, Middle 12, Senior 5.

Administrators: Elementary 2, Middle 1, Senior 1.

Central Administration 2

Other (counselor, nurse etc.) 2

Years of Service in East Hartford Schools

1-5 years 10, 6-10 27, 11-15 7, 16-20 10, 21-25 2, 26+ 2.

QUESTIONNAIRE AND RESPONSES

1. How did you get on the team?

    a) I volunterred
    b) My principal asked me to join
    c) My principal insisted I join
    d) Other

Responses: a. 26, b. 24, c. 3, d. Other: Necessary because of role;
Superintendent insisted;
Department Chairman insisted.

2. Before participating in the In-Service training what was your opinion of the Parents' Choice Program?

Responses: 26 replied that they were in favor of the Parents' Choice program, 23 were against and 9 uncertain.

3. Did the In-Service training have an impact on your opinion of the Parents' Choice Program?

If yes, how did your opinion change?
If no, why not?

Responses: 11 reported that their opinion did change and in a favorable direction since they felt more knowledgeable about the program; were made more aware of the need for change; became more open-minded as a result of the training; or because they saw some new alternatives and/or options for involvement and power.

47 replied that their opinion did not change since the training was not related to the Parents' Choice program but directed toward greater building autonomy.

4. The In-Service training program had as one of its objectives the task of clarifying the concept of building autonomy.

a. What does the term building autonomy mean to you?
b. What do you think of the concept of building autonomy for the East Hartford Schools?

Responses: a. 51 of the participants could give an explanation of the concept that was in line with the definition developed by the ad hoc group. Several interviews had unclear responses to this question.

b. 31 were in favor of the concept of building autonomy. 7 stated that they were opposed to the concept and gave as reasons the ideas that the concept was good but that they doubted that there was any commitment on the part of their principal to implement this notion, or that the Board of Education would not allow it, or that teachers would not accept the responsibility, or that Central Administration would continue to call the shots.
10 indicated that they were unsure for the same reasons mentioned above.

5. The In-Service training focused on providing the opportunity for you to learn some skills in the areas of communication, problem-solving, decision-making, conflict resolution, action planning and working more effectively in groups.

How often have you used information, techniques or skills learned in the training?

a. Frequently b. Occasionally c. Rarely d. Never

Responses: a. 40, b. 14, c. 3, d. 0.

6. If you found any of the techniques, information or skills taught in the training useful please list them.

Responses:

Problem-solving	12	Action planning	5
Brainstorming	15	Conflict	4
Decision-making	21	Group Skills	10
Communication	39	Feelings	5

7. Where do you see yourself using these skills, techniques and knowledge?

a) personally outside of the classroom
b) in my work (in the classroom, with students, etc.)
c) in relation to the total school staff

Responses: 28 replied that they were using the skills in all areas and were able to give specific examples (see analysis)
11 replied that they used the skills personally
21 replied that they used the skills in their work
14 replied that they used the skills in relation to the total school staff.

8. How do you see yourself using this knowledge, skill or technique in the future?

Responses: 10 respondents saw themselves using the skills in much the same way as in question 7. Other reponses varied: In administrative role with staff; valuable working with people; greater input for staff in decision-making; better listening; use as taught and modify to situation; make changes in building organization; working with staff and in classroom; lots of awareness of skills and how to expand them; administrators and teachers interact more; building better teaching teams; curriculum teams; implementing building autonomy; refining and reapplying them; use them every day; developing faculty leaders; expanding use in school; no longer apart becoming internalized, etc.

9. Did the knowledge, skills or techniques you learned have any impact on:

a) the organization and/or functioning of your building?
b) on staff meeting?
c) the general school climate?

If yes, please state specifically what happened.

Responses:

a.	20 yes	10 no
b.	26 yes	6 no
c.	21 yes	8 no

Responses to this question varied. Following are exemplary responses:
Fragmented staff into two camps
Too many apathetic teachers
Will have an impact in time
Small inpact-reorganized Planning and Placement Teams

Established inter-departmental groupings for staff
Many more people involved
Communication improved
More aware of how we feel and how to express it
Learned a lot about each other
Created nucleus which will expand
More willingness to participate in decision-making
School climate improved 100%
Changes in degree - better overall in school
Staff meetings run by faculty now
Open to more things
Listening skills have improved
Openness in staff meetings improved
School climate continues to lack cooperation, commitment, blase', bitter, vicious, complaining, tense, hostile faculty, principal and Central Administration is more of a team now
Smaller groups working mean more involvement

10. Each team was asked to share its learnings with the rest of its staff during second semester.

a) Were you able to conduct sessions with your staff? If no, why not?
b) How successful were the sessions?
a. a washout b. so-so c. dynamite

Responses: a. 45 yes 4 no - lack of time, hostile faculty

b. a. 3 b. 17 c. 23

11. How well do you think the decision-making model your school has been developing will function? Why?

Responses: Haven't begun to work on it
Depends on model
Well, similar to past
Fine
Excellent
Teachers don't trust that it will happen
Looks good
No change - our principal won't let it happen
Can't function because it depends upon Administration
More open
Faculty really believe in it - principal is supportive
Question as to whether the Board of Education will let it
Big IF ... IF the principal lets it
Hope so
Central Administration will determine this, not us
We did it together, we'll make it work
Could function
Very well, principal is supportive
It'll work if we want it to

Extremely well, principal supportive
Stay like it always was, principal won't change
O.K. with teacher input
We've used it ... good!
In planning stage
Promising
Great on paper but skeptical principal will allow it
With the support of the principal and Superintendent ... fine!

12. How would you rate the overall effectiveness of the training for you?

a) of no use to me
b) of some use to me
c) very useful to me

Responses: a. 0 b. 21 c. 37 .

13. If this kind of In-Service training were to be done again, what changes would you suggest in the training design to make it more useful for you?

Responses: Should be developed by a collaborative group
Release time! (20)
Goals clearer in the beginning (15)
Too rushed
More consultant help second semester
More information prior to beginning (9)
Bad time of day (7)
Content really terrific
Didn't know in advance that we were expected to train rest of staff
Variety of presentations good
More small group working
More structure
Skills -- excellent presentation
We had lots of help when we needed it second semester
Too long sessions (4)
More teachers involved
Lack of time for In-Service second semester
Increased feelings of teacher involvement -- used to have a morale problem, teachers now feel a part of things
ALL TEACHERS involved (17)
No Administrators -- just teachers
Mis groups
More work on conflict
One building at a time
More sessions for Central Administration and Administrators with more focus on team effort and understanding
More time for one trainer in just one building
More personal feedback from trainers
Really terrific!
Learned lots personally
More things to do with kids
Prior to Parents' Choice decision by Board, things were going very well, got bogged down after decision due to confusion as to Central Administration position and Board position on building autonomy
Training was very useful -- wish every teacher could have it

ANALYSIS

Material in this section is taken from the taped analysis made by the chief interviewer, Dr. R. Bruce Shaw.

During the training session in Phase I training staff heard considerable feedback about teachers being forced into participating in the training. In order to ascertain if this had any significant impact on the training process respondents were asked to indicate how they got on the teams. The data does not indicate that any significant amount of coercion occurred. The vast majority of participants replied that they either volunteered or were asked by their principal to join the team. The Administrators interviewed replied that they had no choice in the matter since the training design mandated their participation.

In an effort to determine if the training had any impact on the opinion of participants regarding the Parents' Choice program individuals were asked to recall what their opinion of Parents' Choice was prior to the training. While asking such a question after the fact is risky, people seemed to be able to clearly state their opinions and to give supportive statements. Those who were opposed to the Parents' Choice program gave a variety of reasons for their negative feelings. Most said that they just didn't know enough about the program to be able to make a judgement. Others had specific reasons for their opposition such as; cost, parochial schools, etc. The objections were very specific and dealt with the seductive kinds of issues which surrounded the proposal.

Those in favor of the proposal gave reasons such as more choice for students, improving the variety of instructional offerings in the schools, creating more autonomous buildings, etc.

Individuals who reported that their opinions of the Parents' Choice proposal changed as a result of participating in the training (approximately one-fifth of the sample) gave as the reason for their changed attitude that they better understood the goals and implications of the proposal and saw more alternatives available to them as teachers than they had envisioned. Many of this group spoke of seeing more options for greater sharing of power and more impact on the decision-making process.

Nearly all of the respondents were able to give a satisfactory definition of the term "building autonomy" and saw clearly the opportunity for increased participation in the decision-making process at the building level. Many were still caught in the process at the building level. Many were still caught in the issue of WHO decides and saw this process as primarily a top down one. Some felt that the Board of Education would continue to decide for them. Others saw the principal as deciding WHAT could be decided in their building. Principals were seen by this group as being unwilling to give up the line-staff relationships currently in acceptance for a more consensual and shared process.

There was some unrest about the fact that in quite a few instances only a few people, seen as hand picked by the principal, were working on developing the decision-making model. It is clear from this data that more careful work must be done to clarify the differences between WHAT is decided is decided at the building level and the decision-making model which should delineate WHO decides. It is possible that the definition of building autonomy developed by the ad hoc group was not distributed to all staff, or that principals failed to take the time to carefully explain the document once it was received. Some confusion developed as a result of the position taken by the Board of Education immediately after the Parents' Choice vote. Additional confusion developed when the Parents' Choice office distributed in a checklist format the items in the building autonomy document as a part of the preparation of the new "Our Schools" booklet. Many schools took this as a model for decision-making rather than using it as a diagnostic tool as was intended by the project staff.

That the training had a significant impact on the participants is dramatically indicated by the responses to questions five and six. Over three-fourths of the participants reported that they use the skills, knowledge or techniques acquired in the training sessions frequently. Not only do they report this use but were able to give rich specific answers as to which skills they used and how they used them. Communication skills were clearly the most frequently mentioned with 75% of the participants reporting that they used these regularly. The cluster of interrelated skills around problem-solving, decision-making and action planning account for another major area. This finding is somewhat surprising since a program is evaluated as effective if 40%-50% of the participants report that they are using the skills.

The knowledge that they were to teach the rest of their faculty during the second semester may account for this unusually high figure.

Respondents frequently mentioned that the training developed a new awareness in them and made them consciously aware of the usefulness of the skills they were acquiring. Most of the participants were able to apply the skills in their classroom situations and enjoyed doing so. A new consciousness of teaching as an interactive art was seen. Many reported that their peers seem to listen better in faculty meetings and they are aware of increased listening ability on their part. Not surprisingly, participants reported using the skills at home with their spouse and children, particularly the listening and conflict skills.

Of even greater interest was the reported change in staff. Many reported that new structures were being used in their buildings to increase the interaction of staff at faculty meetings. Others reported that their new skills had enabled them to process staff meetings in such a way that even the quietest members became involved. A general overall change was noted in the attitude of some principals, who were seen as being very supportive of the involvement of teachers in the decision-making process. Others reported that they at least know where the principal stands on many issues, where before they had had so few opportunities for interaction with the administration that they knew little of the person in the role. In one or two instances, one elementary and one middle school, the situation seemed to worsen as the teachers found the rest of their staff apathetic, or the principal unwilling to invest in the new process they so fervently hoped for as a result of the training. At one of the high schools the team had some internal problems and ended up as a group of four or five doing the In-Service second semester on a volunteer basis. Even though the number of people involved was small, the sessions were successful. One high school is implementing courses for students based on the training program. Several administrators reported that they found the training useful in generating both new techniques for staff involvement and in discovering alternative ways to provide leadership for their staff.

All but one school reported that they were able to conduct some training sessions the second semester, but that they were limited by time available. Most of them felt good about the way the sessions went. The time issue and the impossibility of condensing nearly fifty hours of intensive training into one or two after school sessions or into the short time of a faculty meeting was an issue mentioned in nearly every case. Teachers were anxious to do a good job of this and resented the bind in which they were placed. Several schools held sessions on a volunteer basis after school and were pleased that large numbers of faculty showed up for these sessions. This provided positive reinforcement for their work.

In regard to how well they see the decision-making model working, the responses vary here from building to building and reflect two variables: the support, or lack thereof, of the principal and the somewhat limited involvement of teachers in some buildings in creating the decision-making model. Many, in fact most buildings, are still working on the models at this writing. Some schools indicated that it would be a formalization of what already existed. Others have engaged in a lengthy process of negotiation with the principal. In these cases the degree of projected success is directly related to the amount of power the principal is seen as being willing to share. In buildings where a large amount of team effort has gone into the development of the model and where the principal is seen as supportive there are high expectations of success. There is strong support for the concept of teacher involvement in the decision-making process on the part of those who attended the sessions.

Over 75% of those interviewed saw the sessions as being very useful to them and the remaining twenty-five percent rated the training as being of some use to them.

The last question was a very revealing one. When asked what they would do differently if the training design were to be done again responses indicated that a lot of thought had gone into this area. One frequently gets a fair number of highly negative responses such as don't ever do it again. This was not the case here. Had non-participant teachers been asked the responses would have probably included more of this type response. The major changes that were reported concerned the areas of lack of prior information, unclear goals and the time element. Many teachers felt that they would have been able to get more from the training program if they had had more advance notice about the intent and methodology of the sessions. Many felt that the goals of the training program were unclear at the start and some even were unclear at the end of the training. The long sessions held after school, at a time when teachers and consultants were already weary from a long day of work was mentioned in almost every interview. Many commented here on the overall effectiveness of the training and expressed the wish that more teachers could have been involved. In fact, several stated that they would prefer to have the training in just their own building so that all of the staff could participate. Others commented that the packet of training materials distributed to the participants after the fall sessions had proved to be very useful.

PART III - RECOMMENDATIONS

1. The task undertaken was too large given the commitment of resources, particularly time, by the system. It should be noted that while the amount of time available first semester was adequate, the hours were at an unproductive time. Release time should be provided for teachers to participate in the fall sessions and an equal or longer amount of time be made available second semester for the in-building sessions.

2. The over-all design, that of training teams who will go back and train the rest of the staff, seems to have had an impact. It would be a much better design if more consultant time were available during second semester so that teams would have on the spot help of professional trainers as they conduct their sessions. Considerable help would have been useful too, if professional staff had been available as process consultants while staff groups worked on the decision-making model. Having a trained person there would have facilitated that process greatly.

3. A group of teachers, principals, supervisors and Central Administrators should work in collaboration with the consultants to develop the initial training design. This would create a higher level of involvement in the outcomes of the training program and reduce the miscommunication that occurred at the beginning.

4. The goals and the time commitment to the training program should be made clear in advance and not varied on an almost weekly basis. The time constraints which developed second semester were not anticipated by the consultants when the original training design was developed.

5. Virtually all of the participants were unclear about the goals of the training program beforehand which made prior commitment or positive anticipation difficult if not impossible. The involvement of staff in the initial design and better efforts to inform all possible participants as to the goals should reduce this lack of clarity.

6. The unfamiliarity of the participants with the experiential learning model used in the sessions caused training staff to have to re-explain many concepts unnecessarily. A mini-session using the experiential learning process to acquaint staff with the processes used, held well before the onset of training would help.

7. No allowance for facilitating the change of attitudes needed to accompany implementation of new processes and organizational structure was built into the design. Participants had made no commitment to deal with feelings about self and others attendant to attitude and behavior change. Feelings have been generated and are resulting in frustration, anger, in-group-out-group dynamics and miscommunication among school staff. Skills have been developed by some that might help alleviate these problems although most have few skills with which to deal with these problems. If participants were made aware of the need for learning to deal more effectively with feelings in an organizational setting, both as prior information and if one or two sessions were added to deal specifically with these areas the training design would be improved.

8. The varying personal and professional backgrounds of the training team consultants helped provide participants with a wide range of responses and viewpoints to problem situations. The selection of trainers with these kinds of background differences is a critical variable in any training design and should not be overlooked.

9. Due to the limited amount of time, consultant staff found that it was possible to train participants in the use of skills but not to do an adequate job of training them to transmit these skills effectively to others. This implies that either more time is needed with the teams or that more consultant help must be made available second semester in order to insure the skills are learned by the non-participant staff.

10. There was a need for more direct leadership on the part of Central Administration and building level administration. Strong public commitment to the goals of the training would have greatly enhanced the implementation of the behavioral change necessary to move toward greater building autonomy.

APPENDIX F

HOCKANUM SCHOOL

1.) Teachers will be informed of the first meeting on professional day through the weekly bulletin. Meeting will be mandatory.

2.) Objective: To introduce staff to the workshop experiences.

Entry:

When: Jan. 13, 1976, 1:30-4:00

Where: Raymond Library (chairs in circle)

Who: Manny Masselli, Marge Levinson

What: Brief overview, to contain:

(10 min.) A-1. Introduction of committee members.
2. Background of our workshop.
3. Explanation of our workshop's autonomy from Parents' Choice or voucher system.
4. Explanation that the administration was a part of our group and that each member had equal voice.
5. Give our goals or final objectives.
6. Explain the staff purpose: Why they are there: what is expected of them.
7. Give objectives from P.3 of booklet received from Ted and Wanda.
8. Explain how much of their time will be involved.
9. Question-Answer period.

B. Selling product- (Activity is planned to show need for decision making process in Hockanum.

(10 min.) Brainstorming - A demonstration conducted by Ed Risk
with the whole staff "How to Design a Bathtub." Staff
will count off by sixes, form small groups to brainstorm.
(15 min.) "What would you like to see changed at your school?"
Each group will put ideas down on large paper. The papers
(20 min.) will be put around the room and staff will pursue them.
Groups will then reform to discuss the group procedure
and select the five items with the highest priority.

(20 min.) Large group will then meet for discussion and evaluation.

Skills Assessment: Not completed

Team: 12 members
Hockanum School
289-7411, ext. 251

JOHN J. McCARTIN SCHOOL

ACTION PLAN. PROFESSIONAL DAY

January 13, 1976

First Action Steps	Who will do What	How	When
1. Presentation of Mission and goal	John Stent	Oral presentation of paper (Model of Group Effectiveness"	1:45-2:00
2. Discussion of faculty's definition of autonomy	Diane Sheehan	Brainstorming technique Implications of Autonomy	2:00-2:30
3. Dicussion of specific issues pertinant to our school based on their concepts	Wandakay Parker	Group activity-general issues of Autonomy. Present news togroup	
4. Skills we will be working on (Action Plan)	Laraine Olinatz John Pantano	Oral presentation	3:00-3:30
5. Feedback from group	Entire Group	General discussion	3:30-4:00

Client Population	Hoped for Outcomes	Possible Activities	Materials
Faculty-randon groupings variable	Understanding of the goals of the training sessions	See above	Magic Markers Experience Chart paper

JOHN J. McCARTIN SCHOOL
ACTION PLAN-OVERALL

Number or Name	Place	Topics/objectives/skills	Time	Activities
Orientation and initial discussion of autonomy	McCartin Media Room	1. Presentation of our immediate and ultimate mission/goal 2. Discussion of autonomy and specific issues 3. Overview of skills to be presented 4. Needs assessment of staff	1/13/76 1:45-4:00	
Communication skills	"	1. 1 way vs 2 way communication 2. Verbal vs nonverbal communication 3. Sending & receiving messages 4. Group interaction process	2/3/76 1:45-4:00	1 way 2 way - 1 vol. instr. for each we will observe Broken squares - 2 groups give instr. "Be Wise" 2 groups Interpersonal Inventory
Problem solving (Force field analysis)	"	1. Introduce steps in problem solving and force field 2. Brainstorming techniques 3. Defining a problem	2/9/76 3:00-4:00	Example Present situation (closed bathroom) groups try to problem
Problem solving	"	1. Review of problem solving tech. 2. Statement of present vs desired state of affairs 3. Identify helping & restarining force 4. Action steps (increase & decrease- 5. Intro. of win/win vs win/lose outcomes	3/23/76 3:00-4:00	Restate problem use force field analysis brainstorming
Decision Making		1. Review of resolving conflict 2. Presentation of 7 decision making models & their advantages & disavantages 3. Discussion of models & experiences in decision making 4. Selection of model/models for our schools	5/11/76 3:00-4:00	

ACTION PLAN PROPOSAL

(Cover Page)

MISSION: To introduce staff to the workshop experiences

ULTIMATE MISSION: To develop a DECISION MAKING MODEL by June 1, 1976

ORGANIZATION: Hockanum School

- Name
- Location
- Official
- Telephone No. 289-7411 Ext. 251
- Info Disseminator
- Grade Level

TEAM MEMBERS: POSITION

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

CONSULTANT (S):
Wanda Utley

Ted Urich

APPENDIX G

EAST HARTFORD PUBLIC SCHOOLS
PARENTS' CHOICE PROJECT

March 12, 1976

TO: All Staff

FROM: Andrew J. Esposito, Coordinator
Walter B. Thompson, Assistant Coordinator

RE: Building Autonomy

The attached definition of Building Autonomy has been developed in a series of meetings among Principals, Supervisors, Teachers (I.P.D.C.) Central Administrators and the consultants from Human Enterprises. The definition of Building Autonomy delineates responsibilities in the area of curriculum, building organization, personnel and budget.

Using this definition as a framework each building staff must now develop a decision-making model for their school.

If you have any questions or comments concerning this definition of Building Autonomy please contact us at the Parents' Choice Office, Central Administration building or call extension 338 or 386.

AJE/WBT/ew
3/12/76
Enclosure

TO: East Hartford Public School Staff

FROM: HUMAN ENTERPRISE

RE: Definition of Building Autonomy

The following definition of building autonomy was developed by principals, supervisors, central administration and teacher representatives.

It is based on the assumption that system-wide goals and objectives for educational achievement will be established.

Building autonomy is defined here in terms of what decisions are to be made at the building level. The important issue of who decides will be determined by each building as the staff develops its decision-making model. This definition will provide the framework for developing these models. With the development of management objectives by administrators and performance objectives by teachers the need for system wide goals and objectives to provide clear direction and cohesiveness of purpose has become apparent. Therefore, it is proposed that the public at large in the Town of East Hartford be surveyed to establish broad societal goals for the East Hartford Public Schools. This would be done through the use of a polling instrument to survey a random selection of citizens in the Town of East Hartford.

From the broad societal goals, systemwide objectives would be established in each area of the curriculum. Table 1 below is illustrative of the conceptual approach.

BROAD SOCIETAL GOALS

↓

SYSTEM OBJECTIVES K-12			
READING	LANGUAGE ARTS	MATH	SCIENCE
SOCIAL STUDIES	ART	MUSIC	PHYSICAL EDUCATION
SOCIAL	AFFECTIVE	ATHLETIC	
-------	-------	--------	---------------

Within these broad goals and objectives building autonomy at the local unit level would be better directed and defined. Each local unit would have the independence and the freedom to move toward these systemwide goals and objectives using modes, methods, and procedures which they believe are the most effective based upon the parents of their community, the students to be served, the talents and resources of their teachers, and the resources (people, dollars) of the local administration.

BUILDING AUTONOMY

The following definition includes all areas of curriculum with the exception of reading, art, music, physical education, social work, guidance, nursing services, language, speech & hearing impaired, learning disabilities, educable mentally retarded, trainable mentally retarded & emotionally disturbed. In these areas responsibility for decision-making is shared with the building and the supervisors. All bottom line decisions will be made by central administration.

CURRICULUM

1. Studies and initiates new educational programs.
2. Conducts needs assessment.
3. Obtains materials and equipment to implement instructional needs.
4. Evaluates old and new instructional programs.
5. Determines methods and techniques for instruction.
6. Provides teachers with release time to develop programs and resolve issues.

BUILDING ORGANIZATION

1. Assigns and organizes students for group and/or individual instructional activities.
2. Organizes and schedules instructional time within the school day.
3. Organizes and implements school planning and placement team.
4. Maintains and secures student's cumulative* records.
5. Makes major input on the determination of the opening and closing of the school day.
6. Determines custodial and maintenance projects for the building.

PERSONNEL

1. Recommends for appointment placement, transfer, and termination of all personnel (certified and classified).
2. Assigns all teaching staff within the building.
3. Assigns allotted aide time.

4. Evaluation of all staff.
5. Conducts staff meetings for information and professional growth.
6. Provides in-service opportunities for all staff.
7. Supervises both certified and classified staff.

BUDGET

1. Establishes priorities for school and recommends budget for implementing these priorities.
2. Identifies priorities of educational program.
3. Develops budget for building within guidelines for system-wide allocations.
4. Manages internal flexibility in reallocation of funds. (220-231-232-240 accounts)
5. Recommends and supports priorities for care and maintenance of building and grounds.
6. Determines use of allocated funds for consultant services, in-service programs, and program expansion.
7. Has responsibility for internal accounting.
8. Has responsibility for maintaining inventories.

* cumulative records: students's educational record K-12, excluding pupil-personnel file.

APPENDIX H

GOODWIN SCHOOL
1235 FORBES STREET
EAST HARTFORD
CONNECTICUT 06118

DECISION-MAKING MODEL

Under each heading in the Decision-Making Policies (Curriculum, Building Organization, Personnel, and Budget), there will be one person acting as a liaison between staff and principal for a period of one school year. When decisions are necessary, that person will be responsible for contacting the people concerned and forming committees as needed.

The liaison will be determined on a volunteer basis. If, however, more than one person volunteers, there shall be an election at a regular building meeting at which time the person shall be elected by a simple majority of those present.

The staff reserves the right to amend this model as needed. A majority of staff members present at a building meeting must be in agreement to amend the model. At that time a committee will be formed to develop an amended format for staff consideration. The revised model will be voted upon by those members present at a subsequent building meeting. The outcome will be determined by a majority vote. The revised model will then go into effect, or if defeated, the committee will reconvene to further develop the model to meet with staff approval.

Respectively submitted,

Meredith Barker
Rita Czarkowski
Doris Factor
Elaine Flynn
Arlene Lapanta
Susan Lawler
Barbara Miller
Carol Miller (Chairperson)
Florence Rassu
Beverly VanSteenbergen
Cynthia Webb

DECISION-MAKING POLICIES

Tally as of May 4, 1976

CODE
1 Principal/Supervisor
2 Teachers
3 Classified Staff (Secretary, Staff, Custodian)
4 Parents
5 Students
6 Central Administration

	Has Input	Makes Decision
CURRICULUM		
1. Studies and initiates new educational programs	1-2-4	1-2
2. Conducts needs assessment	1-2	1-2
3. Obtains materials and equipment to implement instructional needs	1-2-4	1-2
4. Evaluates old and new instructional programs	1-2-4	1-2
5. Determines methods and techniques for instruction	1-2	1-2
6. Provides and schedules teachers with release time to develop programs and resolve issues	1-2	1-2
BUILDING ORGANIZATION		
1. Assigns and organizes students for group and/or individual instructional activities	1-2	1-2
2. Organizes and schedules instructional time within the school day	1-2	1-2
3. Organizes and implements school planning and placement team	1-2	1-2
4. Determines custodial and maintenance projects for the building	1-2-3-4	1-3
5. Determines the opening and closing of the school day	1-2	1-2
6. Provides and schedules staff with released time to make decisions	1-2	1-2

DECISION-MAKING POLICIES (continued)

		Has Input	Makes Decisions
PERSONNEL			
1 a.	Determines criteria for the appointment, placement, transfer, and termination of all certified personnel	1-2-6	1-2-6
1 b.	Recommends for appointment, placement, transfer, and termination of all classified personnel	1-2-3-6	1-3-6
2.	Assigns all teaching staff within the building	1-2	1
3.	Assigns allotted aide time	1-2-3	1-2
4 a.	Evaluation of all certified staff	according to current evaluation model	
4 b.	Evaluation of all classified staff	1-2-3	1
5.	Conducts staff meetings for informational and professional growth	1-2-6	1-2
6.	Provides in-service opportunities for all staff	1-2-6	1-2-6
7.	Supervises both certified and classified staff	1	1
8.	Provides and schedules staff with released time to make decisions	1-2	1-2
BUDGET			
1.	Establishes priorities for school and recommends budget for implementing these priorities	1-2-3-4	1
2.	Identifies priorities of educational programs	1-2-4	1-2
3.	Develops budget for building within guidelines for system-wide allocations	1-2-3	1
4.	Manages internal flexibility in reallocation of funds (220, 231, 232, 240 accounts)	1-2-3	1-2
5.	Recommends and supports priorities for care and maintenance of building and grounds	1-2-3-4	1
6.	Determines use of allocated funds for consultant services, in-service programs, and program expansion	1-2	1-2
7.	Provides and schedules staff with released time to make decisions	1-2	1-2

EAST HARTFORD PUBLIC SCHOOLS
SILVER LANE SCHOOL

DECISION-MAKING POLICIES:

CODE
1 Principal/Supervisor
2 Teachers
3 Classified staff (a) secretary (b) aide (c) custodian
4 Parents
5 Students
6 Central Administration

CURRICULUM		Has Input	Makes Decision
1.	Studies and initiates new educational programs	1,2,3,4,5	1 (C11)
2.	Conducts needs assessment	1,2,3	2 (G11)
3.	Obtains materials and equipment to implement instructional needs (programs)	1,2,3	1 & 2 (G11)
4.	Evaluates old and new instructional programs	1,2,3,4,5	1 (C11)
5.	Determines methods and techniques for instruction	1,2,3	1 & 2 (G1)
6.	Provides teachers with released time to develop programs and resolve issues	1,2	1 (C1)
BUILDING ORGANIZATION			
1.	Assigns and organizes students for group and/or individual instruction activities	1,2,3	1 & 2 (G11)
2.	Organizes and schedules instructional time within the school day	1,2	2 (D11) with guidelines
3.	Organizes and implements school planning and placement team	1,2	1 (C11)
4.	Maintains and secures students' cumulative records	1,2,3,a	1 (A1)
5.	Makes major input on the determination of the opening and closing of the school day	1,2,3,4,5,6	1 & 6 (A11)
6.	Determines custodial and maintenance projects for the building	1,2,3	1 (A11)
PERSONNEL			
1.	Has input into the needs for appointment, placement, transfer and termination of all certified and classified personnel	1,2,3	1 (A11
2.	Assigns all teaching staff within the building	1,2	1 (C1)
3.	Assigns allotted aide time	1,2,3,a,b	1 (A11)

		Has Input	Makes Decision
4.	Evaluation of all certified staff	1,2	1 (CI)
5.	Evaluation of all classified staff	1,2,3,b 1,3,a,c	1 (AI) 1 (AI)
6.	Conducts staff meetings for information and professional growth	1,2,3	2 (GII)
7.	Provides in-service opportunities for all staff	1,2,3	2 (GII)
8.	Supervises both certified and classified staff	1	1 (AI)
BUDGET			
1.	Establishes priorities for school and recommends budget for implementing these priorities	1,2,3	1 (CI)
2.	Identifies priorities of educational programs	1,2,3,4,5	1 (CII)
3.	Develops budget for building within guidelines for system-wide allocations	1,2,3	1 (AII)
4.	Manages internal flexibility in real location of funds	1,3,a,6	1 (6)(AI)
5.	Recommends and supports priorities for care and maintenance of building and grounds	1,2,3,4,5	1 (AII)
6.	Determines use of allocated funds for a) in-service programs and consultant services b) program expansion	 1,2 1,2	 2 (GII) 1 (CII)
7.	Has responsibility for internal accounting	1,3,a	1 (AI)
8.	Has responsibility for maintaining inventories	1,2,3,a,b	1 (AI)

Vroom Decision Styles Model[1]

TABLE 1

TYPES OF MANAGEMENT DECISION STYLES

AI	You solve the problem or make the decision yourself, using information available to you at that time.
AII	You obtain the necessary information from your subordinates(s), then decide on the solution to the problem yourself. You may or may not tell your subordinates what the problem is in getting the information from them. The role played by your subordinates in making the decision is clearly one of providing the necessary information to you, rather than generating or evaluating alternative solutions.
CI	You share the problem with relevant subordinates individually, getting their ideas and suggestions without bringing them together as a group. Then you make the decision that may or may not reflect your subordinates' influence.
CII	You share the problem with (relevant) subordinates as a group, collectively obtaining their ideas and suggestions. Then you make the decision that may or may not reflect your subordinates' influence.
*GI	(Similar to GII) You share a problem with the individual.
GII	You share a problem with your relevant subordinates as a group. Together you generate and evaluate alternatives and attempt to reach agreement (consensus) on a solution. Your role is much like that of chairman. You do not try to influence the group to adopt "your" solution and you are willing to accept and implement any solution that has support of the entire group.
*DI	(Similar to DII) Turn over the problem to individual or relevant group.
DII	You turn over the problem to your subordinates as a group. Let them generate and evaluate alternatives and attempt to reach agreement on a solution without any involvement from you. When they reach agreement, they tell you what their solution is and then you together with them begin the process of implementation.

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[1] The material and model used here is adopted from: Vroom, Victor H. "A new Look at Managerial Decision Making," Organizational Dynamics. Vol. 1, No. 4. Spring, 1973, pp. 66-80; and Vroom, Victor H. and Yetton, Philip W. Leadership and Decision Making. Pittsburgh: University of Pittsburgh Press, 1973. In particular, changes have been made to make the Vroom model compatible with the situational leadership theory developed in Paul Hersey and Kenneth H. Blanchard. "Life Cycle Theory of Leadership." Training and Development Journal, May, 1969 and Hersey and Blanchard, Management of Organizational Behavior. 2nd Edition. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1972

*Silver Lane School Adaptation, 1976

Section V

Voucher Calculations

FINANCIAL MANAGEMENT

In the Parents' Choice Project the concept of Autonomy through decentralization can function only with the utilization of a per-pupil budgeting system, i.e. voucher. While decision-making may be decentralized without the decentralization of funds, it is a basic principle of the voucher concept that each school have control over its own budget. [1]The operation of a full Parents' Choice Program in East Hartford therefore would require a number of new capabilities in terms of financial management. Specifically, these capabilities are:

1. The calculation of voucher values.
2. The structuring of an Internal Accounting System within East Hartford Public Schools.
3. The development of an Income Flow System which would provide voucher dollars to all schools in East Hartford and allow voucher dollars to follow transferring students.

VOUCHER CALCULATIONS

Voucher values would be calculated once each year. Calculation would occur in June prior to the school year and would be based on the accepted school budget for the coming year. Four different voucher values, identified as grade categories K, 1-5, 6-8, and 9-12, would be calculated each year. These represent the cost of educating a student in each of the grade categories.

The present East Hartford Public Schools (EHPS) budget document displays expenditures in two dimensions. The first is the standard line-item object budget, and the second is in the form of cost centers. Both of these dimensions, when separately totaled, represent the gross budget of the East Hartford Public Schools.

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[1] Educational Resources and Development Center Report, University of Connecticut, January, 1976.

The twenty-eight cost centers include the twenty-two public schools and six additional cost centers. These additional cost centers, designated as Maintenance, Custodial, Pupil Personnel, Central Office, Instructional Support Services and Non-Assigned, include those costs that have not been allocated to individual schools. The budgeted expenditures for each cost center are identified by their appropriate object account code (i.e., salaries, supplies, etc.).

The voucher values have been calculated using the cost center dimension of the budget document. This allows for the use of the school cost center information in the approximation of the four grade categories costs and anticipates some possible future change from object accounts to function and/or program accounts.

The Voucher Values, by grade categories, K, 1-5, 6-8, and 9-12, are representative of the budgeted per pupil current operating costs of the regular instructional program.

The Voucher Values would be basically calculated by a four step procedure:

1. The Gross Budget for the upcoming school year is adjusted by subtracting out:

    - all Non Current Expenses (Debt Service and Capital Outlay).
    - Aids in Kind (services provided by EHPS to all resident students of East Hartford - Transportation, Special Education, Health and others).
    - See Tables 3.1 and 3.2 for a listing of these adjustments.

2. The dollars remaining in the Adjusted Gross Budget would be allocated to the twenty-two School Cost Centers.

    Those dollars presently not assigned to a school cost center (i.e., those in the additional cost centers) would be distributed to schools on the basis of percentage of enrollment.

The funds in the Maintenance, Custodial, Central Office and Non-Assigned cost centers would be distributed to each school on the basis of their percentage of the K-12 enrollment. The funds in the Instructional Support Service (ISS) cost center would be first allocated to K-8, 9-12, and K-12 grade categories and then re-distributed to each school on a percentage basis. This would more accurately assign dollars to their actual expenses.

The vast majority of monies in the ISS cost center would be designed as K-8 since they represent the salaries of the present K-8 system wide consultants in art, music, reading and physical education. The remaining monies in ISS cost center represent the 9-12 alternate high school program or K-12 system side expenses including salaries of supervisors, supplies and other programs.

Enrollment data does not include special education students and kindergarten students would be considered to be one-half a full time student.

3. Each school's share of the Adjusted Gross Budget would then be distributed to the grade categories (K, 1-5, 6-8, and 9-12) within that school.

This distribution would be based on percentage of school enrollment in each grade category. School salaries would be equalized K-8, and 9-12 and would be allocated to grade categories within schools on the basis of students/teacher ratios established by the East Hartford Board of Education.

4. The sum of the dollars allocated to each grade category, across all schools, would be divided by the total enrollment in each grade category. This would yield the four voucher values.

An alternate way of performing this last step would be to:

a) Divide the dollars assigned to each category in a school by the approriate enrollment. This yields a voucher value, by grade category, for each school.

b) Average the individual school voucher values, by grade category, to yield system-wide voucher values. This is weighted average, using the number of pupils as the weighting factor.

The voucher values calculated are fairly accurate approximations of the actual costs in each grade category. The only way to get more accurate values, would be to install an accounting (and budget) dimension that would allocate all dollars to one of the four grade categories. This would be a tedious process that would not be worth the cost involved; in addition, it would still contain some error.

TABLE 3.1

EAST HARTFORD PUBLIC SCHOOL PARENTS' CHOICE PROJECT VOUCHER CALCULATIONS-ADJUSTMENTS TO GROSS BUDGET

ITEM	BUDGET ACCOUNT #	1975-76 BUDGET
1.0 Non Current Expenses		
1.1 Debt Service	(1310)	$1,403,000
1.2 Capital Outlay		
1.21 Replacement Equipment	(731)	55,000
1.22 Capital Equipment	(1231)	75,000
2.0 Aids in Kind		
2.1 Transportation	(500's)	
2.11 Salaries	(510)	19,920
2.12 Reg. & K.	(521-1)	178,952
2.13 Non Public	(521-2)	35,273
2.14 Spec. Ed.	(522)	151,543
2.15 Phys. Handicap	(523)	26,691
2.16 Trade & Tech.	(524)	14,595
2.17 Other Exp.	(561-63)	1,830
2.2 Health Services	(400's)	
2.21 Salaries	(411+12)	206,258
2.22 Expenses	(421+22)	6,400
2.3 Auxiliary Services		
2.31 Adult Education		
2.311 Salary	(213)	32,100
2.312 Non-Salary	(224+244)	3,500
2.32 Summer School		
2.321 Salary	(213)	29,790
2.322 Non-Salary	(223+243)	2,000
2.33 Home Instruction		
2.331 Salary	(213)	29,000

TABLE 3.1 (Continued)

ITEM	BUDGET ACCOUNT #	1975-76 BUDGET
2.34 ESL		
2.341 Salary	(213)	$ 10,630
2.342 Non-Salary	(223+243)	450
2.35 Non-instruction		
2.351 Wages - Build. Rent	(612-3)	22,500
2.352 Wages - Park Dept.	(612-3)	9,600
2.4 Special Services		
2.41 Salary*	(212+215)	886,620
2.42 Non-Salary	(221,232,241, 254, 526)	31,896
2.43 Tuition	(1410)	125,000
TOTAL		$3,358,448

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* Personnel in Spec. Ed., Speech, Social Work, Adjustment, Gifted Ed., Learning Center, Psych. Examining.

TABLE 3.2

EAST HARTFORD PUBLIC SCHOOLS PARENTS' CHOICE PROJECT
1975-76 VOUCHER CALCULATION
SUMMARY OF ADJUSTMENTS TO GROSS BUDGET

ITEM		1975-76 BUDGET		PERCENT OF GROSS BUDGET
1.0	Non Current Expense	$1,533,900		8.20%
	1.1 Debt Service	1,403,900		7.50%
	1.2 Capital Outlay	130,000		.70%
2.0	Aids in Kind	1,824,548		9.76%
	2.1 Transportation	428,804		2.29%
	2.2 Health Services	212,658		1.14%
	2.3 Auxiliary Services	139,570		.75%
	2.4 Special Services	1,043,516		5.58%
	TOTAL ADJUSTMENTS =	3,358,448.	=	17.96%
	GROSS BUDGET	18,697,852.		
	MINUS ADJUSTMENTS	3,348,448.		
	=ADJUSTED BUDGET	$15,339,414.*		82.04%

* Total $ included in Vouchers.

Tables 3.1 and 3.2 identify Debt Service and Salary-Special Services as the two largest deductions from the Gross Budget. The total adjustments amount to approximately 18% of the gross budget.

The two categories of items removed from the gross budget prior to voucher calculations were:

a) Non-Current Expenses - defined by both the United States Office of Education and the Connecticut State Department of Education as Debt Service and Capital Outlay. Debt Service is defined as "expenditures for the retirement of debt and for interest on debt". Capital Outlay is defined as "an expenditure which results in the acquisition of fixed costs or additions to fixed assets which are presumed to have benefits for more than one year. It is an expenditure for land or existing buildings, improvement of grounds, construction of buildings, remodeling of buildings or initial, additional, and replacement of equipment".

b) Aids in Kind - this group of services are those that are presently provided to all residents in East Hartford, whether they attend public schools or not. These include special education services, transportation, health services, and other community or auxiliary services such as home instruction, and adult education. Many of these services are mandated by state statute. Under a full Parents' Choice Program these aids in kind will continue to be provided by the East Hartford Public Schools for all resident students of East Hartford.

This exclusion of Non-Current Expenses and Aids in Kind from the voucher dollars, implies at least two things:

(1) Private schools in East Hartford would not be receiving funds for either building or equipping facilities. They would be entitled to dollars for repairs, maintenance and operation of physical plant. Some allowance for these expenses could be added at a later time (by various formulae), but not without added cost to East Hartford taxpayers or some governmental agency. Connecticut Public Law 122 clearly eliminates these monies from the voucher, "in no case shall the basic scholarship (voucher) fall below the level of average current expense per pupil for corresponding grade levels in the public schools in the demonstration area in the year immediately preceding the demonstration program".

(2) Private schools, as well as public schools in East Hartford, would not receive funds for special education, transportation, health services or any of the Aids in Kind. These services would be provided by the Central Office of the East Hartford Public Schools. The exclusion of these funds, based on past practice and economies of scale, appears to be "fair and impartial" as Public Act 122 requires.

Table 3.3 presents the voucher values, budget and enrollment figures for the school years 1974-75, 1975-76 and the annual percentage change. The percentage changes indicate a greater increase in middle and high school costs than those in elementary school. The voucher value changes over this two year period most likely represent a combination of declining enrollments, inflation, and program expansion. There is also an indication that non-current expenses (Debt Service and Capital Outlay) have not experienced growth similar to that of current and instructional expenses.

TABLE 3.3

EAST HARTFORD PUBLIC SCHOOLS PARENTS' CHOICE PROJECT VOUCHER CALCULATION 1974-75 AND 1975-76

	1974-75	1975-76	PERCENT CHANGE
VOUCHERS			
K	$ 632.75	$ 676.95	+6.99%
1-5	1260.85	1372.12	+8.83%
6-8	1312.37	1499.23	+14.24%
9-12	1507.19	1666.09	+10.54%
Adjusted Gross Budget	$14,525,933.	$15,339,404.	+5.60%
Gross Budget	$18,025,555.	$16,697,852.	+3.73%
Total Enrollment	11,022.	10,699.	-2.92%

INTERNAL ACCOUNTING SYSTEM

A voucher program would require that some of the dollars be controlled at the school system level while others are controlled at the individual school level. To accomplish this in the East Hartford Public Schools only, the voucher would be divided into three components.

1. Instructional/operational Dollars

   In the expenditure of these funds, the school administrator and staff would have considerable discretion. These funds include dollars for instructional materials and activities, as well as instructional salary funds.

2. Fixed Cost Dollars

   These are funds over which the individual schools would have little or no control. They include funds for utilities, insurance, retirement, maintenance, custodial services, central administration and others. In this way schools with less efficient physical plants would not be penalized. In addition, the costs of certain system wide services (i.e., Central Office Administration) would be shared by all schools. (Please see Tables 3.4 and 3.5 for a listing of those costs that have tentatively been identified by the Parents' Choice Executive Board, as Fixed Costs.

3. Equalization Dollars

   These are funds over which the individual school would have no control. These dollars would be used to equalize teacher salary accounts from school to school, so that each school is charged an average cost per teacher.

   - Each school would be entitled to the mean teacher's salary times the number of teachers allotted.
   - Mean salaries would be calculated for Grades K-8 and 9-12, and then equalized.
   - The number of teachers allotted to a school would be based on the stated pupil/teacher ratios of:

K-5	24.5:1
6-8	18:1
9-12	15:1

- It is important that these ratios be reviewed and established annually by Board of Education policy.

- Any school could opt for more or fewer teachers than its allotment. Schools opting for more teachers would have to use funds from other accounts. Schools opting for fewer teachers would receive an amount equal to the minimum teacher salary times the number of teachers below their allotment. Any time a school opts for fewer teachers than their allotment, the central office (contigency fund) would receive the dollar difference between that teacher's salary and the minimum salary.

This approach is based on the assumptions that:

- there is no qualitative difference between inexpensive and expensive teachers.

- There should be no incentive for principals to hire or fire either expensive or inexpensive teachers.

- Prior to the opening of school, each principal must specify his staff utilization and costs.

- Equalization funds received by a school with actual teachers salaries above the mean, must expend these funds to cover those salaries.

TABLE 3.4

EAST HARTFORD PUBLIC SCHOOLS PARENTS' CHOICE PROJECT

INTERNAL ACCOUNTING - FIXED COSTS*

Budget Acct. Code	Category	1975-76 Budget
110	Salary-Administration	$ 350,000.
130	Expenses-Administration	74,700.
310	Salary-Attendance	47,716.
320	Expenses-Attendance	3,400.
610	Salary-Custodial	1,155,017.
620	Serv. Plant Operations	80,145.
630	Heat	420,024.
641	H_2O and Sewers	15,000.
642	Electric	393,845.
643	Gas	60,000.
644	Telephone	69,180.
650	Supplies-Plant	80,000.
660	Other Expenses-Plant	15,818.
710	Salary-Maint.	264,233.
721	Maint.-Plant	345,000.
722	Repair-Fixed	150,885.
723	Repair-Instruct.	33,498.
723	Repair-Non-Instruc.	23,451.
749	Supplies-Maint. Plant	86,855.
810	Employee Retirement	294,000.
820	Insurance	752,098.
830	Rental of Building	12,079.
850	M.D.C.	4,815.
920	Food Serv. Subsid.	6,000.
212,215,217 221's, 230's, 240's and 250's	Supervisor and Secretary Salaries and Non Salary Items from Instructional Support Services Cost Center	264,351.
215,216	Salaries of Substitute Secretaries and Other Instructional Programs from Non-Assigned Expenses Cost Center	211,139.
TOTAL OF FIXED COSTS		$ 5,213,249.

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* These expenses are to be shared equally by all schools.

TABLE 3.5

EAST HARTFORD PUBLIC SCHOOLS PARENTS' CHOICE PROJECT

INTERNAL ACCOUNTING SYSTEM - FIXED COSTS

When calculating Fixed Costs from the cost centers the object budget codes listed in Table 3.4 are summed for all expenses assigned to school cost centers and added to the Fixed Costs of the additional cost centers.

1975-76 BUDGET

			Voucher	
	Total	Adjustments	Fixed	Instructiona
School Cost Centers	11,843,655.	442,796.	2,408,870.	8,991,999.
Central Office/ Support Service	574,137.	73,494.	500,643.	-0-
Instructional Support Services	1,400,904.	123,351.	290,829.	*986,724.
			1,277,553.	
Pupil Personnel	1,196,938.	1,196,938.	-0-	-0-
Custodial Dept.	310,456.	33,600.	276,856.	-0-
Maintenance Dept.	503,530.	505.	503,025.	-0-
Non-Assigned Expenses	2,868,222.	1,487,764.	1,233,026.	*147,432.
			1,380,458.	
TOTALS	18,697,852.	3,358,448.	5,213,249.	10,126,155.
			15,339,404.	

*Salaries of K-8 consultants in Art, Music, Reading and Physical Education

**Salaries of Substitutes

This Internal Accounting System would first be used as a planning guide, by the principal and his/her staff, prior to school opening. Like the voucher values, the Internal Accounting System would be calculated in the month of June preceding the school year. During the school year the system would provide a monthly adjustment of the dollars available, based on changes in enrollment. The monthly report to each school would be informational as well as an authorization to spend. (See Income Flow).

The following five steps represent an overview of the Internal Accounting System:

1. The system begins by calculating total revenue for each school. This is simply the number of students by grade category, times the appropriate voucher values.
2. The Total Fixed Costs of the EHPS are identified (See Table 3.4) and summed. This sum is then represented as a percentage of the Adjusted Gross Budget.
3. The Fixed Costs percentage is applied to each schools' total revenue, and this product (representing each schools portion of the Total Fixed Costs) is subtracted from the Total Revenue, yielding the schools Net Revenue.
4. Teachers salaries are equalized K-8 and 9-12 by:
    - 4.1 calculating the mean teacher salary in each category.
    - 4.2 multiplying the mean teacher salary times the number of teachers allotted to a school.
    - 4.3 finding the difference between the school's actual salary expense and (4.2). This difference is the Equalization Fund (+or-) for each school.
5. The Equalization Fund for each school, when added to or subtracted from the Net Revenue of that school, yields Instructional Revenue.

In theory, Instructional Revenue represents the funds over which each school would have control.

In practice, a number of constraints make these funds less than totally discretionary. A few of these constraints are:

1. Equalization funds received by any school must be spent on salaries.
2. Salaries are contracted on a system-wide basis.
3. Certain other budgeted expenses could be considered necessities.

At the present time, the Instructional/Operational Revenue account includes:

Teacher Salaries

Administrative Expenses (Principal, Vice Principal, Secretary)

Materials Expenses (Texts, Supplies, Library, Audio-Visual, Homemaking, Industrial Arts)

Activities Expenses (Athletics, Student Body, Field Trips, Commencements, Driver Education, Data Processing, Directed Activities)

Aides Salaries

Other Personnel Salaries (Substitutes, K-8 consultants in Art, Music, Physical Education and Reading)

These last two categories could eventually be replaced by a Support Personnel category.

The 1975-76 Internal Accounting System yielded:

1. a Fixed Cost percentage of approximagely 33%. This represents 33% of the Adjusted Gross Budget, of each school's Total Revenue, and of each voucher value.
2. an Equalization Fund for schools ranging from $53 to $31,800. For those schools with more expensive teachers (positive Equalization Fund) there is no loss in dollars from Total Revenue.

For those schools with less expensive teachers (negative Equalization Fund), Equalization represents from 0.16% to 4.56% of their Total Revenue. Only nine schools have a negative Equalization Fund, and in brief, this process does not appear to significantly alter a school's Total Revenue.

3. an Instructional/Operational Revenue account for each school approximately equal to 66% of its Total Revenue. This figure must be tempered by the constraints and commitments previously mentioned.

Table 3.6 shows how the Instructional Revenue accounts are presently being expended.

The major differences between the Elementary/Middle Schools and the High School are:

3.1 a greater proportion of the funds are used by the High Schools in paying regular teacher salaries (82% compared to 66%).

3.2 a greater proportion of the funds are used by the Elementary/Middle Schools in paying for other personnel (17% compared to 2%) - this represents the K-8 consultants in Art, Music, Physical Education, and Reading.

Note that by combining teachers and other personnel salaries, the differences described above become minimal (84% compared to 83%).

TABLE 3.6

EAST HARTFORD PUBLIC SCHOOLS PARENTS' CHOICE PROJECT INTERNAL ACCOUNTING SYSTEM

1975-76 BUDGETED ACCOUNTS AS PERCENTAGES OF INSTRUCTIONAL/OPERATIONAL REVENUE

	Elementary and Middle Schools	High Schools
Teachers Salaries	66%	82%
Administrative Expenses	11%	8%
Materials Expenses	3.7%	4%
Activities Expenses	0.3%	3%
Aides Salaries	2%	1%
Other Personnel Salaries	17%	2%

3.3 a greater proportion of the funds are used by the High Schools in paying for activities (3% compared to 0.3%).

3.4 a slightly greater proportion of the funds are used by the Elementary/Middle Schools in paying for administrative expenses (11% compared to 8%).

INCOME FLOW SYSTEM

The Parents' Choice Executive Board decided on a "pro-rata" flow of voucher dollars.

Theoretically, voucher dollars would flow to all schools on a monthly basis. This procedure is basically designed to make adjustments for incoming and departing students. The amount of voucher dollars available to each school, on the first of a month, would be calculated using the enrollment as of the fifteenth of the prior month.

The enrollment reporting of school principals would include a) a preliminary attendance report on June 15th of the preceding year, based on present and anticipated enrollment, including those students who have indicated their transfer requests; b) a comprehensive enrollment report on August 15th; c) an adjusted enrollment report on September 15th; d) a continuous report of students who have transferred, including the reasons and locations. (See Student Transfer System).

Funds would be transferred from the Central Office to each school's account on the first of the month from September to May. Twenty percent (20%) of the voucher value would be given to schools on September 1 and 10% on the first of each following month, ending in May. This partial "front-loading" of 20% on September 1 is to allow for the usual start-up costs of the school year.

In addition, schools would be able to spend monies from their estimated 200's account (texts, supplies) during the months of July and August prior to the opening of school. Vouchers and Internal Accounting calculations would be completed between June 15th and June 30th. On July 1st, preliminary Internal Accounting and Income Flow statements would be given to all schools. These statements would allow some (yet to be defined) deficit spending to occur during the summer months. This deficit spending would most likely be limited to the purchase of texts, supplies and curriculum development.

Schools with entering students new to the EHPS would be given 20% of the appropriate voucher value on the first payment date after entrance. In brief, the cost and revenues of any students who entered or left a school between the official enrollment dates (the fifteenth of each month), would be absorbed by the individual school. No monies would be transferred from one East Hartford school account to another after the April 15th enrollment date. (Note: this system need not be affected by the Student Transfer Policy. The Income Flow System described above is flexible enough to accomodate any student Transfer Policy that is eventually established or modified).

This system would provide monthly financial statements to school principals. These include Table 3.7 the Internal Accounting System - Monthly Report of Gross Budget and Enrollment Summary; and Table 3.8 the Income Flow System - Monthly Report of Instructional Revenue. Together these two outputs represent macro and micro views of each school's financial status. They both include revenues, budgeted expenditures (preliminary and previous calculations), actual expenditures, monthly allocations and remaining funds (balance). The Internal Accounting System report (Table 3.7) also includes an Enrollment Summary which identifies the basis on which revenues were calculated.

The Income Flow System would be linked directly to the Student Management System (transfer). This would enable accurate pupil accounting as well as dollar accounting.

TABLE 3.7
EAST HARTFORD PUBLIC SCHOOLS PARENTS'CHOICE PROJECT
INTERNAL ACCOUNTING SYSTEM

MONTHLY REPORT OF GROSS BUDGET
AND ENROLLMENT SUMMARY

SCHOOL NAME
NOVEMBER 1, 1975

	ANNUAL REVENUE				MONTHLY ALLOCATIONS		
	PRELIMINARY CALCULATION 7/1/75	CALCULATED 9/1/75	PRIOR MONTH (OCT)	PRESENT MONTH (NOV)	EXPENDED TO DATE (10/31/75)	PRIOR MONTH (OCT)	PRESENT MONTH (NOV)
TOTAL REVENUE							
FIXED COSTS							
NET REVENUE							
EQUIL. FUND							
INSTRUCTIONAL REV							

	VOUCHER VALUES	ENROLLMENT					CHANGE IN ANNUAL REVENUE
		PRELIMINARY 6/15/75	8/15/75	PRIOR MONTH (9/15/75)	PRESENT MONTH (10/15/75)	CHANGE [10/15-9/15]	
K							
1-5							
6-8							
9-12							
TOTAL							

TABLE 3.8
EAST HARTFORD PUBLIC SCHOOLS PARENTS' CHOICE PROJECT
INCOME FLOW SYSTEM

SCHOOL NAME
NOVEMBER 1, 1975

MONTHLY REPORT OF "INSTRUCTIONAL REVENUE"

	ADJUSTED ANNUAL TOTAL $ AVAILABLE	$ EXPENDED TO DATE	% OF TOTAL EXPENDED TO DATE	$ BALANCE TO DATE	% OF TOTAL AS BALANCE TO DATE	THIS MONTH $ ALLOCATION
INSTRUCTIONAL REVENUE						
TEACHERS SALARIES						
ADMINISTRATION EXPENSES						
ACTIVITIES EXPENSES						
MATERIALS EXPENSES						
SUPPORT PERSONNEL (AIDES, SUBSTITUTES, CONSULTANTS)						

CONTINUOUS DEVELOPMENT OF FINANCIAL MANAGEMENT

As part of the study of a Parents' Choice Program, East Hartford saw the need to review its accounting and financial management system (FMS). This review had several broad objectives:

1. to convey financial information in the most meaningful way possible,
2. to establish adequate controls of public funds,
3. to furnish date for mandatory reports to state and federal agencies, and
4. to assist in the overall process of school system planning; staff, students, facilities and programs. These, together with a financial management system (FMS), comprise a total management information system (MIS).

The current budget document of the EHPS is arranged by object and cost center. A combination of computer and hand methods are used to compile the budget document. Periodically, throughout the school year, balances are available for several object accounts. These materials together with state and federal reports comprise East Hartford's current FMS.

The Parents' Choice Executive Board (PCEB) considered various alternatives to the current FMS. These alternatives included program/evaluation budgets, function budgets, and special fund budgets. Each type of budgeting requires an elaborate system for classifying, coding and accounting for revenues and expenditures. Large time commitments by school system personnel are required. Liabilities, reserves and fund balances must be made available on a periodic basis throughout the school year in order for this information to be fully useful.

While desirable, a full blown Management Information System (MIS) and FMS would not be essential elements in the implementation of the Parents' Choice Project.

The PCEB decided that ERDC's time and energy would be best spent on the Voucher Calculation, Internal Accounting and Income Flow Systems. This in no way should prevent a continuous process of improving the current FMS. In fact, the EHPS central office personnel, with some limited assistance by the ERDC, has planned a budget transformation from the object budget to a function (by object) budget. This conforms with both the new federal and state guidelines for school accounting. Responsibility for the actual transformation has been assumed by the EHPS central office personnel. In addition, complete computerization of all financial information and reporting is planned for the near future.

SUMMARY

The process and preparation of budget documents under a full Parents' Choice Program, could remain relatively the same as at present. Most accounts could continue to be estimated as they have been in the past, i.e., allowing for percentage or gross increases or decreases in the prior year's budget. All instructional accounts (e.g., activities, materials and support personnel) should be budgeted on a per pupil basis. This is presently done for texts, supplies and aides. The actual dollars allocated to a school would need to be re-calculated (Internal Accounting System) after the budget had been prepared. This would allow for the sharing and equalization of costs already described.

Some difficulties would arise in the preparation of a budget from previous budgets and expenditures. First, schools may not be expending what has been their textbook account on textbooks. The schools's discretionary control over this account would allow for its expenditure (for example) on extra personnel. Secondly, system-wide figures obtained by aggregating an account across all schools, may also become less important than individual school accounts.

In brief, the process and preparation of an East Hartford Public School budget document would probably require some new procedures. The five year demonstration period would allow sufficient time for this development. Note that basically the present process and budget document could be utilized for developing Voucher Values, the Internal Accounting System and the Income Flow System.

TABLE 3.6

EAST HARTFORD PUBLIC SCHOOLS PARENTS' CHOICE PROJECT INTERNAL ACCOUNTING SYSTEM

1975-76 BUDGETED ACCOUNTS AS PERCENTAGES OF INSTRUCTIONAL/OPERATIONAL REVENUE

	Elementary and Middle Schools	High Schools
Teachers Salaries	66%	82%
Administrative Expenses	11%	8%
Materials Expenses	3.7%	4%
Activities Expenses	0.3%	3%
Aides Salaries	2%	1%
Other Personnel Salaries	17%	2%

TABLE 3.4

EAST HARTFORD PUBLIC SCHOOLS PARENTS' CHOICE PROJECT

INTERNAL ACCOUNTING - FIXED COSTS*

Budget Acct. Code	Category	1975-76 Budget
110	Salary-Administration	$ 350,000.
130	Expenses-Administration	74,700.
310	Salary-Attendance	47,716.
320	Expenses-Attendance	3,400.
610	Salary-Custodial	1,155,017.
620	Serv. Plant Operations	80,145.
630	Heat	420,024.
641	H_2O and Sewers	15,000.
642	Electric	393,845.
643	Gas	60,000.
644	Telephone	69,180.
650	Supplies-Plant	80,000.
660	Other Expenses-Plant	15,818.
710	Salary-Maint.	264,233.
721	Maint.-Plant	345,000.
722	Repair-Fixed	150,885.
723	Repair-Instruct.	33,498.
723	Repair-Non-Instruc.	23,451.
749	Supplies-Maint. Plant	86,855.
810	Employee Retirement	294,000.
820	Insurance	752,098.
830	Rental of Building	12,079.
850	M.D.C.	4,815.
920	Food Serv. Subsid.	6,000.
212,215,217 221's, 230's, 240's and 250's	Supervisor and Secretary Salaries and Non Salary Items from Instructional Support Services Cost Center	264,351.
215,216	Salaries of Substitute Secretaries and Other Instructional Programs from Non-Assigned Expenses Cost Center	211,139.
TOTAL OF FIXED COSTS		$ 5,213,249.

* These expenses are to be shared equally by all schools.

TABLE 3.5

EAST HARTFORD PUBLIC SCHOOLS PARENTS' CHOICE PROJECT
INTERNAL ACCOUNTING SYSTEM - FIXED COSTS

When calculating Fixed Costs from the cost centers the object budget codes listed in Table 3.4 were summed for all expenses assigned to school cost centers and added to the Fixed Costs of the additional cost centers.

1975-76 BUDGET

	Total	Adjustments	Voucher	
			Fixed	Instructional
School Cost Centers	11,843,655.	442,796.	2,408,870.	8,991,999.
Central Office/ Support Service	574,137.	73,494.	500,643.	-0-
Instructional Support Services	1,400,904.	123,351.	290,829.	*986,724.
			1,277,553.	
Pupil Personnel	1,196,938.	1,196,938.	-0-	-0-
Custodial Dept.	310,456.	33,600.	276,856.	-0-
Maintenance Dept.	503,530.	505.	503,025.	-0-
Non-Assigned Expenses	2,868,222.	1,487,764.	1,233,026.	*147,432.
			1,380,458.	
TOTALS	18,697,852.	3,358,448.	5,213,249.	10,126,155.
			15,339,404.	

*Salaries of K-8 consultants in Art, Music, Reading and Physical Education

**Salaries of Substitutes

TABLE 3.3

EAST HARTFORD PUBLIC SCHOOLS PARENTS' CHOICE PROJECT
VOUCHER CALCULATION 1974-75 AND 1975-76

	1974-75	1975-76	PERCENT CHANGE
VOUCHERS			
K	$ 632.75	$ 676.95	+6.99%
1-5	1260.85	1372.12	+8.83%
6-8	1312.37	1499.23	+14.24%
9-12	1507.19	1666.09	+10.54%
Adjusted Gross Budget	$14,525,933.	$15,339,404.	+5.60%
Gross Budget	$18,025,555.	$18,697,852.	+3.73%
Total Enrollment	11,022.	10,699.	-2.92%

TABLE 3.1

EAST HARTFORD PUBLIC SCHOOL PARENTS' CHOICE PROJECT
VOUCHER CALCULATIONS-ADJUSTMENTS TO GROSS BUDGET

ITEM	BUDGET ACCOUNT #	1975-76 BUDGET
1.0 Non Current Expenses		
1.1 Debt Service	(1310)	$1,403,000
1.2 Capital Outlay		
1.21 Replacement Equipment	(731)	55,000
1.22 Capital Equipment	(1231)	75,000
2.0 Aids in Kind		
2.1 Transportation	(500's)	
2.11 Salaries	(510)	19,920
2.12 Reg. & K.	(521-1)	178,952
2.13 Non Public	(521-2)	35,273
2.14 Spec. Ed.	(522)	151,543
2.15 Phys. Handicap	(523)	26,691
2.16 Trade & Tech.	(524)	14,595
2.17 Other Exp.	(561-63)	1,830
2.2 Health Services	(400's)	
2.21 Salaries	(411+12)	206,258
2.22 Expenses	(421+22)	6,400
2.3 Auxiliary Services		
2.31 Adult Education		
2.311 Salary	(213)	32,100
2.312 Non-Salary	(224+244)	3,500
2.32 Summer School		
2.321 Salary	(213)	29,790
2.322 Non-Salary	(223+243)	2,000
2.33 Home Instruction		
2.331 Salary	(213)	29,000

TABLE 3.1 (Continued)

ITEM	BUDGET ACCOUNT #	1975-76 BUDGET
2.34 ESL		
2.341 Salary	(213)	$ 10,630
2.342 Non-Salary	(223+243)	450
2.35 Non-instruction		
2.351 Wages - Build. Rent	(612-3)	22,500
2.352 Wages - Park Dept.	(612-3)	9,600
2.4 Special Services		
2.41 Salary*	(212+215)	886,620
2.42 Non-Salary	(221,232,241, 254, 526)	31,896
2.43 Tuition	(1410)	125,000
TOTAL		$3,358,448

* Personnel in Spec. Ed., Speech, Social Work, Adjustment, Gifted Ed., Learning Center, Psych. Examining.

TABLE 3.2

EAST HARTFORD PUBLIC SCHOOLS PARENTS' CHOICE PROJECT
1975-76 VOUCHER CALCULATION
SUMMARY OF ADJUSTMENTS TO GROSS BUDGET

ITEM		1975-76 BUDGET	PERCENT OF GROSS BUDGET
1.0	Non Current Expense	$1,533,900	8.20%
	1.1 Debt Service	1,403,900	7.50%
	1.2 Capital Outlay	130,000	.70%
2.0	Aids in Kind	1,824,548	9.76%
	2.1 Transportation	428,804	2.29%
	2.2 Health Services	212,658	1.14%
	2.3 Auxiliary Services	139,570	.75%
	2.4 Special Services	1,043,516	5.58%
	TOTAL ADJUSTMENTS =	3,358,448. =	17.96%
	GROSS BUDGET	18,697,852.	
	MINUS ADJUSTMENTS	3,348,448.	
	=ADJUSTED BUDGET	$15,339,414.*	82.04%

* Total $ included in Vouchers.

Section VI

Private/Parochial Schools

PRIVATE/PAROCHIAL SCHOOLS

During the Parents' Choice Project, the Administration spent much time studying the question of allowing parents to utilize scholarships or vouchers in connection with private schools while complying with the provisions of Public Act 122. Public Act 122 is enabling legislation passed by the State of Connecticut in 1972 which permits up to six Connecticut school districts to implement the test demonstration scholarship programs.

Public Act 122 provides that through the use of a voucher program parents may enroll their child in any public or private school within the demonstration area. However the schools that participate must meet various requirements outlined in the law (Appendix I).

For the Parents' Choice Project, the proposed inclusion of private and parochial schools required that extensive study be made of two issues: 1) the feasibility of establishing a private school in East Hartford and 2) the legal implications of including parochial schools.

The Council for American Private Education (CAPE), was contracted to study if it was feasible for a private school to be established in East Hartford. The feasibility study undertaken by CAPE was designed to determine:

1) if there appears to be a sufficiently large group of interested parents to support a nonsectarian private school;
2) the type of school which those parents would wish for children;
3) the availability of adequate school facilities;
4) the availability of adequate faculty and staff;
5) the practicality of establishing such a school given existing local and state laws and regulations;
6) the financial support required to assure the operational viability of the school;
7) the availability of such support services as transportation and food management; and
8) the existence of attitudes or other special conditions in the community which might work against the success of the school.

[1] This study was conducted simultaneously in three phases: Phase #1 -- a survey of the potential clientele and the type of school in which they would be interested (items 1-2 above); Phase #2 -- a survey of administrative matters (items 3-8 above) and Phase #3 -- the development of recommendations outlining the operational details which should be dealt with should the Board determine to proceed with the demonstration including a private school. The Project Director was Dr. Robert Lamborn, Executive Director, Council for American Private Education. Phase #1 studies were directed by the Reverend David Kern, Executive Director, SPHERE: Phase #2, by Nelson Farquhar, Staff Associate, Connecticut Association of Independent Schools; the Phase #3, by Joseph dePeyster, Director, School Effectiveness Project, National Association of Independent Schools. The study staff received the full cooperation of members of the East Hartford School Staff, their own professional and lay associates in and out of the Hartford area, and of the parents approached in the course of the survey of parental interests.

PHASE #1 FINDINGS

Phase #1 investigations, directed by Father Kern, were designed to determine: if there appeared to be a sufficiently large group of interested parents to support a nonsectarian private school and the type of school those parents would wish for their children.

Father Kern, in cooperation with the principals of the study team, members of his own staff, and members of Dr. Diggs' Staff, prepared a survey questionnaire to determine parental interest in a nonsectarian private schoo. On December 24, 3,200 of these questionnaires were mailed with covering letters and return envelopes to all East Hartford residents having children nine years of age or under as of September, 1976. Some 3,000 of these letters were delivered. Copies of the questionnaire and the covering letter accompany this report. Appendix J.)

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[1] A Study of The Feasibility of Establishing A Nonsectarian Private School As Part Of The Proposed East Hartford Parents' Choice Project, The Council for American Private Education, Lamborn, Robert L., Ph.D., January 13, 1976.

By January 13, 1976, parents of 252 children had responded indicating definite interest ("yes" responses) and parents of 79 children had responded indicating possible interest ("perhaps" responses)-- a total of 331 children. Table #1 indicates the extent of the positive response to the questionnaire by numbers of children by grade-level as of September, 1976. This response indicates a substantial pool of 212 "prospects" for a K-5 school. Six characteristics of this pool are worth particular comment. First, since positive responses were still arriving on January 13th, it seems safe to assume that there were some interested parents who had not yet been heard from. Second, the number of kindergarten and Grade 1 prospects (49 and 40 respectively) is especially encouraging. Third, the size of the prospect groups for Grades 2-5 are respectable and quite consistent. Fourth, the pre-kindergarten pool is promising for the future. Fifth, the residences of the interested families are spread rather evenly through the town. And, sixth, because of survey preconceptions, the questionnaire was mailed only to families having children nine years old or younger, with the result that the response does not provide adequate information on the prospect pool for children who would enter Grade 6 and above. It should be noted, however, that a number of the families which did receive the questionnaire happened to have older children and indicated that they would be interested in enrolling them in the private school should it be opened--a total of 28 children in Grades 6-8. This chance response suggests that there may well be an adequate pool of students for one or more of those grades.

TABLE #1

Number of "Prospect" Children by Grade-level as of September, 1976

Nature of Parental Response	Pre-Kindergarten				Grade									
	1	2	3	4	K	1	2	3	4	5	6	7	8	Total
Yes	8	20	20	25	39	25	25	28	25	15	11	8	3	252
Perhaps	2	5	6	5	10	15	8	7	8	7	3	2	1	79
Total	10	25	26	30	49	40	33	35	33	22	14	10	4	331

In order to get some sense of the strength of parental interests among those who responded positively to the questionnaire, a telephone follow-up was conducted. Approximately 45 percent of the definite, or "yes", parents were reached; approximately 20 percent of the possible, or "perhaps", parents. This sampling indicated that in both groups of parents the interest was, for the most part, very real. Of the "yes" parents reached by telephone, 65 percent said they would definitely enroll their children. Final enrollment of 60 percent or more of the prospects seems quite possible. It would appear, on the other hand, quite conservative to assume that a well-planned and publicized school would enroll 40 percent of the prospect pool. A prediction of a 50 percent enrollment appears not assured but entirely reasonable.

Given the information now in hand on the prospect pool for such a school and the prevailing grade patterns in the East Hartford Schools (K-5,6-8, 9-12), should the Board decide to propose a program including a nonsectarian private school, the long-range objective should probably be the creation of a K-8 school. Whether it would be wisest to open with Grades K-5 and add grades in subsequent years or to open with Grades K-6, or K-7, or K-8 at the outset would depend upon the findings in an additional survey, this time of families having children of appropriate ages for Grades 6, 7, and 8 and upon the response to the announcement that a nonsectarian private school was in fact to be established.

An attempt was made to get some sense of the type of school in which the parents would be most interested. The subject, as would be expected, proved an extremely difficult one with which to deal in a simple questionnaire. The parents were asked to indicate whether they preferred a traditional, rather structured school, or a less traditional, rather open school. Their responses left the clear impression that the parents would be happiest with a relatively structured school which nonetheless provided appropriate opportunities for student initiative and supervised independent and individualized activity. It appears that very few of the prospects would lose interest in the school should it be conducted in this way.

PHASE #2 FINDINGS

Phase #2 investigations, by Mr. Farquhar, were designed to determine: the availability of adequate school facilities; the availability of adequate faculty and staff personnel; the practicality of establishing such a school given existing local and state laws and regulations; the availability of such support services as transportation and food management; the financial support required to assure the operational viability of the school; and the existence of attitudes or other special conditions in the community which might work against the success of the school.

The survey of available school facilities has included investigations of an unused Catholic school building, a public school building which might become available, a church facility, a day care center, private mansions, commercial properties, and open spaces upon which a temporary "trailer campus" might be established. At this time, no entirely satisfactory site has been located. The day care facility must be dropped from consideration; the other options remain open.

The most promising sites thus far identified include an unused Catholic school building, a church facility, and a public school building which might become available. No desirable private mansions, commercial properties, or open spaces for a "trailer campus" have been identified, although the search has not been exhaustive. It seems probable that adequate space can be found, although it may be less than completely desirable. The facilities selected should provide for the anticipated space requirements for the school as it develops according to plan.

There seems every reason to believe that it would be possible to obtain adequate staffing for the school if it is established. There is a large pool of available teachers and school heads for independent schools. Many people would find the prospect of being involved in such a significant national demonstration project most attractive. We understand that some teachers currently employed by East Hartford have expressed interest in moving to a private school, if it is established.

Should the decision to establish a school be made promptly, there are no local or state laws or regulations which would present significant problems. The Connecticut State Department of Education through its Bureau of Elementary and Secondary Education and the Connecticut Association of Independent Schools are able to provide experienced and competent advice on all matters of legal and regulatory detail and procedure. The central problem here, aside from meeting deadlines, lies in enlisting qualified incorporators and members for the school's board of control. These possibilities come to mind: associating the school with an existing corporate entity in the area (a school, a day care center, or an industrial or commercial corporation), or establishing a new corporation which draws upon interested parents, teachers, and community leaders.

A preliminary investigation of a variety of possible management options indicates that there is no day care center interested in taking a new school under its corporate "wing." There is the possibility that an area independent school would be interested in establishing an "annex" school in East Hartford. One existing nonprofit nonsectarian educational corporation, which has asked to remain unnamed, has expressed an interest. No corporations have been approached to see if they have an interest in establishing a nonprofit corporation under their umbrellas. If a new corporation were to be established, the list of parents who have expressed an interest in the school would be a natural source of candidates for selection as incorporators and control board members. It is possible, also, that community leaders might be interested in becoming involved in these capacities as a matter of public service.

It became a simple matter to determine the availability of such support services as transportation and food management. Transportation is provided under state law for private and public schools, and transportation is assured as well under the provisions of the demonstration project. We are informed that no distribution pattern of student residences would present a problem for either the parents or the transportation system. The available provisions for food services in East Hartford are unusually good. Should they be desired, arrangements could be made with Interstate United which is based in the Penney High School--a new school could arrange a satellite contract tied to that already in effect with the town. All other usual support services appear to be readily available.

The financial aspects of the study included a consideration of these matters: "start-up" requirements and their costs; "wind-down" requirements and their costs; voucher value, including space and equipment "add-ons"; voucher mechanics; supplementary sources of income and any restrictions affecting them; costs involved in administrative and evaluation tasks necessitated by the administrative and research requirements of the demonstration project; financial protection for those accepting responsibility for operating the school; and annual operating budget requirements. The operation of the proposed school would be feasible only if there are satisfactory answers to questions raised in regard to these dollar considerations. It has been impossible to develop sufficient information in these areas either to test feasibility or to determine the information which must be developed to test feasibility.

Establishing a school involves "start-up" costs for plant, personnel, equipment, materials, and supplies which are not properly chargeable to the first year of operation. Provisions for these funds must be made aside from those provided for from vouchers since the school may grow during the period of the demonstration and additional "first-time" capital expenditures would be necessary at that time. Funds allocated for furnishings and equipment should permit "start-up" expenditures for these purposes as they are needed in the school's development, even if they occur in the second through the fifth year of the demonstration project. "Start-up" costs are estimated to be in the range of $45,000 to $72,000. It seems reasonable to establish a figure in the neighborhood of $60,000 for these costs. A breakdown follows:

ITEM	RANGE	ESTIMATE
Initial Planning (including Incorporation)	$ 500 - 2,000	$ 2,000
Lease of Property April-August	4,000 - 6,000	5,200
Renovation of Leased Facilities to Meet Safety and Health Codes	10,000 -20,000	15,000
Furnishing Building to Meet Needs of Opening Enrollment	9,000 -12,000	10,500

ITEM	RANGE	ESTIMATE
Providing Acquisition of Library Books, Instruction Materials, Textbooks	$11,000 - 14,000	12,600
Employment of Administrator and Secretary--April-August	9,500 - 11,000	10,065
In-Service Training of Staff before Opening of School	1,300 - 5,200	3,200
TOTALS	$45,300 - 70,200	$58,565

If a private school is established, at some point there will necessarily be "wind-down" costs. These will occur if the school is discontinued either during the demonstration or at the end of the demonstration, if it is continued as a separate corporate entity, or if it is continued as an "annex" school under the umbrella of some other corporate body. These matters, among others, would have to be dealt with at this point: legal actions relating to discontinuance or establishment of a new corporate status; disposition of furnishings, equipment materials, and supplies; disposition of existing cash and investment assets or indebtedness; and indemnification of principals from any subsequent liability growing out of the operation of the school during the demonstration period. It has not been possible in the period of the study to adequately investigate costs of this sort--and some, in fact, the amounts of the school's assets or liabilities at the end of the project, for example, could not be estimated at this time in any case. But they should be provided for on a realistic basis in planning for such a school, and they should be provided for outside of the voucher funding.

To assure equitable financing for the private school, the value of the voucher must include the costs of operations which are covered by the voucher in effect in the public schools for the effective year of the voucher "payment."

In addition, to provide for expenses which will be incurred by the private school but are not considered in the calculation of the value of the voucher (Debt Service and Capital Outlay), there will need to be a supplemental payment to the private school. This supplement might be referred to as the Debt Service and Capital Outlay Supplement. However identified, this supplement, computed per student on the basis of the dollars allocated to these purposes in the public schools would be assigned to the private school to meet rental and capital equipment expenditures. Current calculations indicate a value of approximately $130 per student.

If the private school element of the demonstration model is to have an opportunity to function effectively, it must be as easily accessible to interested parents as are the public schools. Voucher mechanisms must not involve added financial or "red-tape" burdens which will tend to discourage prospective private school parents from selecting the private school for their children.

It is our understanding that no restrictions would be placed upon the private school's freedom to raise supplementary funds from other sources than the voucher. The only restriction of which we are aware is that East Hartford students cannot be charged tuition fees in addition to the fee "paid" by the voucher. The school would be free, for example, to conduct such fund-raising activities as bazaars and fairs, to obtain contracts and grants, and to undertake "gift" solicitations. The school, we believe, may enroll students residing outside of East Hartford as tuition-paying students at a fee level equaling or exceeding the combined value of the voucher and the supplement.

It is our understanding, also, that the research requirements of the demonstration project may involve some administrative costs in connection with record keeping, testing, and reports which are not properly school costs. If there are such costs, the school should be reimbursed for them by the appropriate authority.

It is our further understanding that the Superintendent's office would require of the new school only a) reporting monthly enrollments to receive voucher payments; b) using the public school accounting format in reporting annual statements of operation; and c) adhering to its statement of compliance with state and federal regulations regarding private schools and Board of Education Open Enrollment rules and regulations. (Monitoring this adherence should be made the responsibility of an independent agency such as the Connecticut State Department of Education, CAPE, CAIS, or a specially constituted entity.) It is anticipated that there would be no reimbursement for any expenses which may be inherent in meeting these requirements, which are considered to be minimal.

There is, finally, the matter of providing financial protection for those who accept responsibility for serving on the control body of the proposed school and for those teachers, suppliers, and others who enter into good-faith contracts with those representing the school. While every effort should be made to have the private school phase of the demonstration project as realistic as possible, it must be recognized that the school is not coming into being as a result of natural market-place forces. Under the circumstances, it is not reasonable to expect that its sponsors will prepared to take the dollar risks which would be natural for the sponsors of a private school which did come into existence as a result of such forces. Feasibility requires that those accepting responsibility for the school be freed of any financial obligations or liability undertaken in good faith under the conditions of the demonstration project. The private school should stand or fall as part of the project; except as the result of legal culpability, no one connected with the school should suffer financially if it falls. We recommend that throughout the period of the demonstration project there be annual advance negotiations of one-year assurances to cover all financial liabilities including operating deficits. If this protection should require the purchase of special insurance, the costs of this coverage are not a proper "voucher" expense and the school should be reimbursed by the appropriate authority.

A consideration of projected operating budget requirements indicates that a 50 percent enrollment in the prospect pool would produce a break-even budget for a K-5 school. This would mean a school of just over 100 students. As indicated earlier, such an enrollment level is not assured but seems within the realm of reasonable possibility. Should there prove to be sufficient interest to support Grade 6, Grades 6-7, or Grades 6-8, the budgetary pressures would be somewhat eased.

We believe, on the basis of assurances we have received from knowledgeable and responsible quarters, that the "climate" of East Hartford, Greater Hartford, and Connecticut are favorable to the establishment of a private school as part of the demonstration project. We are particularly encouraged by the cooperative response of public, Catholic, and independent school educators during the course of this feasibility study. It is the clear intent of Dr. Diggs and his staff to cooperate with the staff of a new private school if it is established, to assist in all appropriate ways, and to permit the school to operate with rather complete independence. Father Fanelli, of the Catholic schools, is equally cooperative. There appears to be a considerable reservoir of good will among independent school people in the area and among educators in local teacher training institutions.

PHASE #3 FINDINGS

Phase #3 investigations, conducted by Mr. Joseph dePeyster, were undertaken to develop an outline of the operational details which should be dealt with in establishing such a school, in continuing it in operation during the period of the demonstration, and in meeting problems which would need to be met as the demonstration draws to a close. These recommendations are general and tentative rather than specific and positive; they are intended to provide assistance rather than a detailed plan.

A. Establishing a School

1. Identify sponsors, incorporate school, apply for tax exempt status. Three individuals are necessary for incorporating the school--they are named as founders. Application for charter is made to the Secretary of State. Following incorporation, the application for tax exemption is made to the Internal Revenue Service.

2. Identify management agent for school. As indicated earlier, there are a number of possible management options which the study team will be pleased to discuss should there be interest. Although the management agent may possible be an existing school or other established corporation, the outline presented here will presume that a new corporation is created for the purpose.

3. Apply for an Educational Planning Grant and subsequently, for a school participation grant. Details are available through NIE.

4. Form the board of control, develop by-laws. Twenty members is a good number for a working Board for an established school. In this case, perhaps it would be wise to start with a somewhat smaller executive body and add to the board as the school becomes established. Representation on the board should include community leaders, people with skills relevant to the operation of the school, and parents.

   The officers of the board are usually President, Vice President, Secretary and Treasurer. The committee organization should reflect the operating needs of the school. Typical committees: Executive, Buildings and Grounds, Finance, Education, Development and Public Relations, and Nominating. The Executive Committee, with assistance from the board, should develop by-laws.

5. Select school head. It is a good idea, if possible, to select the head prior to formulating other than very general policy. The head can be helpful to the board at that stage. An "administrator pro tem" can be appointed before the final administrator is chosen, should it seem desirable.

6. Develop parent interest, begin student recruitment, organize a parents association. The head should lead this effort, assisted by the incorporators, members of the board, and interested parents. Parents' "Letters of Intent" should be obtained as early as possible--a goal should be to have an adequate enrollment assured by the end of May so that plant, personnel, and equipment commitments may be made in early June. Starting a parent association early has a number of obvious advantages in efforts to develop parent and community support.

7. Determine available plant options, make "first call" arrangements, do preliminary planning. As indicated earlier, there are a limited number of plant options which have been identified and several categories of options which should be investigated further. The study team will be pleased to discuss its findings should there be interest. When a suitable plant is located, it would be well to obtain "first call" rights to it pending the final decision as to whether to go ahead with the school.

   An enrollment of 100 in a K-5 school would require approximately 8,500 square feet (5,000 program, 3,500 other) according to standards of the Educational Facilities Laboratory, New York, New York, Connecticut's minimum space requirement for an elementary classroom is 750 square feet. Tentative plans should also be made for necessary renovations, including architectural plans and the identification of a reputable construction firm.

8. Develop school policy. The decision as to the general character of the school should be made quite early since it will play a role in the selection of the school head. Once the head has been selected, policy discussions should go forward promptly. Policy areas will include: kind of school, educational philosophy, grades provided, admissions and retention standards, financial management, personnel compensation and benefits, use of plant and grounds, community role, and student financial aid.

9. Develop program plans. The head is responsible for developing program plans with assistance from the Education Committee. In the study model, a rather standard, relatively structured, elementary program was assumed--traditional academic subjects, art, music, drama, and physical education; style, humanistic and informal. Program decisions should not be rushed, but they should be made in broad terms as early as practical since the character of the program will be a central element in student and faculty recruitment efforts and may influence plant decisions.

10. Develop operating procedures. The school head should establish the operating procedures as promptly as possible. Areas in which they will be needed include admissions, annual calendar and school day, attendance, scheduling, discipline, health, budget, purchasing and billing, use of plant and grounds, and field trips.

11. Develop operating budget. An operating budget must be developed before steps can be taken to provide liability coverage, contract for plant and plant renovations, employ additional personnel, order furnishings and other items, or plan for the August orientation and planning session proposed later in this report. In the course of the feasibility study, a set of accounts paralleling those used in the East Hartford Schools was developed, as was a school model upon which the study team based its financial feasibility considerations. This set of accounts, the school model, and the computations

developed in the course of the study are available should there be interest in them.

12. Provide liability coverage. Appropriate liability coverage should be provided at the earliest practical time.

13. Employ additional personnel. Once the general nature of the school has been determined, the school head, or if one is appointed the "administrator pro tem", should begin to identify prospective faculty members. It would be hoped that by mid-May, a desirable and interested faculty would have been identified so that it could be employed promptly if at the end of May a definite decision is made to go forward with the school. It will be recalled that the criteria for teacher selection are to be indluded in the Participation Grant Application. Staffing assumptions made in the model used in the feasibility study are available on request.

14. Order furniture, equipment, supplies, and instructional materials. The head, or the "administrator pro tem", should make rather firm, though tentative, decisions during the spring with regard to needed items of furniture and equipment--and, to a lesser extent, with regard to materials and supplies--so that quantities can be determined and orders placed in early June if it is decided at the end of May to go ahead with the school. If the teacher recruitment is far enough along in May to make it possible to consult with prospective teachers about desirable instructional materials during May, similar decisions should be made with regard to these materials so that orders for these also can be made in early June. It teacher recruitment is not sufficiently advanced for this purpose, more tentative planning should probably still be undertaken so that a minimum of time will be required to make these decisions and place orders once faculty members are selected and the decision is made to go forward with the school.

15. Plan for seeking supplementary funding. A number of avenues for procuring supplementary funding were indicated earlier in this report. Given the tight operating position in which the new school, if established, will surely find itself, it would be wise to think early about the most promising approaches to be made in a search for additional funding. The Connecticut Association of Independent Schools, the New School Services Program of the National Association of Independent Schools, and the Council for the Advancement and Support of Education can be helpful in this regard. Further information on approaches to these agencies will be provided on request.

16. Hold faculty orientation and planning sessions. It would probably be well to give over all of August to a full-time orientation and planning session for the faculty and staff in the new school plant. The school should open as an established, well-organized, and comfortable place for board members, members of the faculty and staff, parents, and children--excitingly new, not confusingly new; assured

and dynamic, not tentative and hesitant; purposefully active, not uncertainly hectic. A well-conceived August session would make such a start possible.

Careful advance planning about school operations, a meeting of minds on anticipated developments in all areas of operations, developing familiarity with the "climate" of East Hartford and Greater Hartford, and meeting with members of the board and the parents association before the opening of school, for example, could make a major difference in the success of the first weeks of the school year.

B. Operating a School

After consideration, it has not seemed useful or practical to provide an outline of the areas of operation which should be kept in mind by the board and the head of this new school while the school is in operation as a part of the demonstration project. Competent people will be entirely conversant with these matters. It seems sufficient to refer to the principles stated and implied in the earlier portion of this report and to point out that informed counsel is available from designated persons in the Connecticut State Department of Education, the Connecticut Association of Independent Schools, and the National Association of Independent Schools. Further information on approaches to these agencies will provided on request.

The school management will keep in mind, of course, the administrative reports which will be required by the East Hartford School Office and the research-related reports which will be required by the National Institute of Education. And the school will wish to keep in mind obtaining accreditation by the Connecticut Association of Independent Schools in cooperation with the State Department of Education. It is recommended that the accreditation procedures be initiated in the middle of the first year of operation with an eye to accreditation in the spring of the first year or the fall of the second.

C. Dealing with the School at the Conclusion of the Demonstration Project

Earlier in the report, there was a discussion of the "wind-down" considerations which must be dealt with at some point if a school is established. The specific steps to be taken will depend, of course, upon the corporate character of the school, upon whether it is being continued or disbanded, and upon the corporate character it will assume if it is to be continued. It seems sufficient at this point to repeat the principal matters which must be dealt with at the appropriate time. They include: legal actions relating to discontinuance or establishment of a new corporate status; disposition of furnishings, equipment, materials, and supplies; disposition of existing cash and investment assets or indebtedness; and indemnification of principals from any subsequent liability growing out of the operation of the school during the demonstration period.

CONCLUSIONS

On the basis of our study, conducted under the acknowledged time constraints, we arrive--with the specific understandings indicated in the body of the report--at the following conclusions with regard to the feasibility of establishing a nonsectarian private school as a part of the East Hartford Parents' Choice Project. These conclusions are directly responsive to the areas of concern outlined in the study proposal made to Dr. Diggs.

1. While it is not a certainty, there is good reason to believe that there is a sufficiently large group of interested parents to support a nonsectarian private school.
2. It appears rather clearly that the parents would be happiest with a relatively structured school which nonetheless provided appropriate opportunities for student initiative and for supervised independent and individualized activities.
3. While no entirely satisfactory site has been located, it seems quite probable that adequate space can be found, although it may be less than completely desirable.
4. There is every reason to believe that it will be possible to obtain adequate staffing.
5. It is practical to establish such a school under existing local and state laws and regulations--but there is no time to spare.
6. All standard support services, including transportation and food management services, are readily available.
7. While it is not a certainty, there is good reason to believe that there is sufficient financial support available to operate such a school within the Parents' Choice Program.

8. There do not appear to be any community attitudes or special conditions which would make it impractical to attempt to operate such a school as a part of the demonstration project--to the contrary, the climate within Connecticut, Greater Hartford, and East Hartford seems, for the most part, favorable to such an undertaking.

LEGAL ANALYSIS: THE INCLUSION OF PRIVATE AND PAROCHIAL SCHOOLS

Project Staff had to struggle with the legal requirements of the United States Constitution and the Connecticut Statute Public Act 122. In regards to the former, the Supreme Court has never clearly defined the issue of separation of church and state as it applies to public education. The Demonstration Program Act of 1972 Public Act 122 sets forth a comprehensive list of responsibilities, powers, rights, and instructions applicable to the implementation of a voucher program. While the existence of this enabling legislation was extremely beneficial it has never been utilized and contains a number of ambiguities. Project Staff contracted with the law firm of Post and Pratt for an analysis of the legal issues relating to vouchers.

The following is a list of conclusions and recommendations reached by Post and Pratt in their study of the requirements of the United States Constitution and Public Act 122.

Recommendations relating to the constitutionality of including Parochial School: and other legal problems related to the Voucher Project.

Amount of Tuition

Recommendation: That East Hartford redeem vouchers for the lesser of (1) the face value (i.e. approximately $1,500) or (2) the tuition actually charged.

An alternative which has been proposed would require the redemption value for existing private schools be limited to the tuition charged in previous years plus a percentage (referred to in discussions as "historical base"). The historical base system is being suggested by some as a way of helping our court case. It is argued that the historical base will persuade the court that schools are getting what they always received and that this aid will benefit only the parents; that if the school is allowed to raise its tuition, this will unconstitutionally benefit such school. We do not recommend this approach for the following reasons:

(1) The program will indirectly benefit parochial schools in either event;

(2) It is only a matter of conjecture as to whether existing parochial schools will raise their tuition (any new parochial school can charge whatever it wants and thus destroy the historical base purpose);

(3) It would be preferable if the Board of Education can avoid telling any parochial school what its tution should be. If we adopted the historical base approach, the East Hartford Board of Education would become involved in the tuition policy of the parochial schools and we will lose our "wall of separation" between church and state.

Receipt of Tuition Payment

Recommendation: For those students who attend non-public schools, payment will be made to parents as reimbursement for tuition paid.

An alternative is to make payment to the participating schools. While this could simplify bookkeeping, it will hurt the court case. One could argue that there should be no difference constitutionally between these alternatives, but Supreme Court cases suggest that direct payment to parochial schools would be fatal.

Time of Payment

Recommendation: For students who attend non-public schools, tuition payment shall be made after the educational services have been rendered; that the Board of Education adopt a pro-rated schedule of payments based on the public school semester calendar.

This system responds to the case of a student who transfers during a school year of during a school semester. The risk of tuition loss due to withdrawal or transfer by a student is therefore placed on the parent and a major, potential problem is avoided.

Comingling of Local and Federal Funds

Recommendation: Establish whatever accounting system is easiest to administer.

We do not feel that the comingling or separation of local and federal funds would have any substantial effect on the court case.

Injunction of Expenditure of Funds

Recommendation: That participating parents understand and accept the risk that they may be liable for tuition payments in the event that reimbursement is enjoined by the courts.

It is understood that a court challenge could result in the injunction of tuition payments to students who attend parochial schools. In such event, someone must assume the responsibility for those tuition payments: the participating parent or the parochial school. The parent should be advised of such risk.

Tuition in Excess of Voucher

Recommendation: That schools with tuition levels in excess of the face value of the voucher be permitted to participate.

A major legal concern is the constitutionality of the Parents' Choice Project if it applies to parochial schools. The court case will be strengthened if a number of students attend non-public, non-parochial schools. It is a fact that most such schools have tuition charges in excess of the projected voucher value. The problem is that state law provides that in no case may a fee or charge be levied above the value of the voucher. This would seem to preclude such schools. If a state court challenge is made, we can argue that such prohibition only applies to the voucher students. If the above recommendation is adopted, we would also suggest that an attempt be made to amend the state law.

Proprietary Schools

Recommendation: That the program permit students to attend proprietary schools.

The real purpose of the program is to provide educational alternatives. Coincidentally, the court case is strengthened by providing numerous alternatives. Inasmuch as the state law does not preclude proprietary schools, we recommend that parents have the option of choosing such schools.

Geographic Location of Schools

Recommendation: That the program permit students to attend schools located outside of East Hartford.

A major legal concern is the constitutionality of the Parents' Choice Project if it applies to parochial schools. As stated above, the case will be strengthened if a number of students attend non-public, non-parochial schools. The legal problems are that: (1) limiting the area to East Hartford eliminates all existing non-public, non-parochial schools; (2) expanding outside of East Hartford provides a possibility for students to attend such schools but also probably means an increase in the number of students who will, in fact, attend parochial schools; (3) state law refers to a demonstration area and implies that all schools must be located therein. We recognize that there are several additional non-legal considerations which may be controlling. Our recommendation is based on the premise that the strength of the court case is enhanced by providing alternatives to parochial schools in the private educational sector. If a state court challenge is made, we will argue that state law only requires participating students to reside in the demonstration area. If our recommendation is adopted, we would also suggest that an attempt be made to amend the state law.

Planning and Start-Up Grants to Private Schools

Recommendation: That the East Hartford Board of Education request NIE to approve grants to an organization such as CAPE; that no grant monies for such purposes be forwarded to the East Hartford Public School System.

Such grants will assist in the development of alternative forms of private education which will strengthen the court case. Board involvement in disbursing such funds for the establishment of private schools could create numerous legal problems, and we therefore recommend that the East Hartford Board of Education avoid any such involvement.

Teacher Layoffs

Recommendation: That the issue of teacher layoffs be resolved in collective bargaining between the East Hartford Board of Education and the East Hartford teachers.

Teachers in the East Hartford Public School System have rights under the collective bargaining law and have rights under the unemployment compensation laws. It would be a violation of the collective bargaining law for the East Hartford Board of Education to unilaterally adopt provisions regarding teacher layoffs resulting from this program.

Student Admissions

Recommendation: That the East Hartford School System deal directly with parents and not become involved in the admissions policies of any participating schools.

This will simplify administration of the program and improve our legal position. Regulation of parochial school admission policies could result in unconstitutional entanglement. Our recommendation is to preserve to the extent possible the "wall of separation" between church and state and not become involved in the internal policies of parochial schools.

Statutory Changes

Recommendation: That amendments to the state law be proposed as set forth in earlier reports (e.g. geographic area; tuition in excess of voucher; ADM computation; definition of disadvantaged students; clarification of compensatory voucher; redemption process; collective bargaining implications; comprehensiveness of information sent to parents; redefinition of voucher amount).

Legal Questions Raised By Terms Of The Demonstration Scholarship Program Authorization Act of 1972	Applicable Statutory Language
Are private and public schools outside demonstration area eligible to participate in the demonstration program?	Sec. 10-239 e. (a) - at any public or private school vs. Sec. 10-239 b. (2) - use of educational scholarships for all pupils eligible to attend public or private schools (within) the demonstration area. Sec. 10-239 c. - which funds may be expended ... within the demonstration area Sec. 10-239 d. (1) (b) - receive and expend funds to support the demonstration and scholarships for children in the demonstration area Sec. 10-239 c. (1) (d) - determine rules and regulations for use of scholarships in the demonstration area Sec. 10-239 d. (3) - basic scholarship for every eligible student in the demonstration area Sec. 10-239 d. (3) - average current expense per pupil ... in the demonstration area Sec. 10-239 d. (6) - transportation costs incurred by parents in sending their children to the school of their choice within the demonstration area
Are there a substantial number of needy or disadvantaged children in East Hartford?	Sec. 10-239 b. (2) - "substantial number"
When does scholarship program begin?	Sec. 10-239 c. - scholarship program to exist for a period of up to five years
Do private schools participating in program have to meet all educational requirements of public schools?	Sec. 10-239 e.(1)- all educational standards required by law

Legal Questions, cont'd.	Applicable Statutory Language
Is a private school that charges some other students more than those participating in the demonstration program ineligible?	Sec. 10-239 e.(a) (3) - in no case levies or requires any tuition, fee or charge above the value of the educational scholarship
Will the Connecticut law covering collective bargaining in public schools necessarily be extended to private voucher schools?	Sec. 10-239 f.
How much information should statute require be sent to parents and how should it be transmitted?	Sec. 10-239 e. (5) - in written form..
How are scholarships redeemed?	
Must there be a voucher or other form of drawing certificate for all students?	Sec. 10-239 d. (2) - which scholarships shall be made available to parents ... in form of drawing right ... or other document
What is the proper voucher amount?	Sec. 10-239 d. (3)
What words or phrases need definitional clarification?	Sec. 10-239 b. (2) - needy or disadvantaged students
	Sec. 10-239 d. (3) - average current expense per pupil
	Sec. 10-239 d. (4) - compensatory scholarships
	Sec. 10-239 d. (5) - pro rata or incremental redemption
	Sec. 10-239 d. (7) - decreased economies of scale increased costs per pupil caused by the transition
	Sec. 10-239 d. (s) - all administrative records
	Sec. 10-239 g. - valid test
Must federal agency pay all transportation costs to schools in East Hartford?	Sec. 10-239 d. (6) - sufficient money to pay all ... transportation costs incurred by parents

Legal Questions, cont'd.	Applicable Statutory Language
Will students attending private schools pursuant to demonstration program continue to be included in "average daily membership" computation?	Sec. 10-261 - "average daily membership" means the number obtained by adding the number of all pupils ... enrolled in public schools ... (but cf. definition of Public Schools) vs. Sec. 10-239 c. - such board to receive such state and local aid for any of its students as would otherwise be provided by law regardless of whether or not such students participate in a demonstration scholarship program
Is the open ended save harmless clause requirement inconsistent with powers of Federal agency?	Sec. 10-239 d. (7) - shall hold harmless from any possible

APPENDIX I

HOUSE BILL NO. 5457 *

PUBLIC ACT NO. 122

An act enabling school districts to participate in a demonstration program designed to develop and test the use of Education Scholarships for school children, and to allow private schools to participate in such programs.

Sec. 10-239a. Demonstration scholarship program. Short title. Legislative intent. This act shall be known and may be cited as the demonstration scholarship program authorization act of 1972. It is the intent of the legislature to enable up to six town or regional boards of education to participate in a demonstration program designed to develop and test the use of education scholarships for school children. The purpose of this demonstration scholarship program is to develop and test education scholarships as a way to improve the quality of education by making schools, both public and private, more responsive to the needs of children and parents, to provide greater parental choice, and to determine the extent to which the quality and delivery of educational services are affected by economic incentives. The demonstration scholarship program authorized by sections 10-239a to 10-239h, inclusive, shall aid students and shall not be used to support or to benefit any particular schools. (1972, P.A. 122,S.1.)

Sec. 10-239b. Definitions. As used in sections 10-239a to 10-239h, inclusive: (1) "Demonstration area" means the area designated by the participating town or regional board of education for the purposes of a demonstration scholarship program defined in subsection (2) of this section, which area shall include a substantial number of needy or disadvantaged students, (2) "demonstration scholarship program" means a program for developing and testing the use of educational scholarships for all pupils eligible to attend public or private schools within the demonstration area, which scholarships shall be made available to the parents or legal guardians of a scholarship recipient in the form of a drawing right, negotiable certificate or other document which may not be redeemed except for educational purposes at schools fulfilling the requirements of subsection (a) of section 10-239e, (3) "demonstration board" means a board established by the town or regional board of education to conduct the demonstration scholarship program, (4) "contract" means the agreement entered into by the town or regional board of education and a federal governmental agency for the purpose of conducting a demonstration scholarship program. (1972, P.A. 122,S.2)

Sec. 10-239c. Contract with federal agency for funds. The town or regional board of education may contract with a federal governmental agency for funds to establish a demonstration scholarship program to exist for a period of up to five years, such board to receive such state and local aid for any of its students as would otherwise be provided by law regardless of whether or not such students participate in a demonstration scholarship program, which funds may be expended under the demonstration scholarship program as the demonstration contract shall provide and within the demonstration area. (1972, P.A. 122,S.3.)

Sec. 10-239d. Demonstration board and staff. Scholarships. The town or regional board of education may establish a demonstration board and staff and may authorize it to administer the demonstration project authorized by sections 10-239a to 10-239h, inclusive, provided the costs of such organization shall be borne by the contracting federal agency. The members of the demonstration board, if it is not the town or regional board of education itself, shall serve for the terms established by the appointing board. (1) The demonstration board may: (a) Employ a staff for the demonstration board, (b) receive and expend funds to support the demonstration board and scholarships for children in the demonstration area, (c) contract with other government agencies and private persons or organizations to provide or receive services, supplies, facilities and equipment, (d) determine rules and regulations for use of scholarships in the demonstration area, (e) adopt rules and regulations for its own government, (f) receive and expend funds from the federal governmental agency necessary to pay for the costs incurred in administering the program, (g) otherwise provide the specified programs, services and activities.

(2) The demonstration board shall award a scholarship to each school child residing in the demonstration area, subject only to such age and grade restrictions which it may establish. The scholarship funds shall be made available to the parents or legal guardian of a scholarship recipient in the form of a drawing right, certificate or other document which may not be redeemed except for educational purposes.

(3) The demonstration board shall establish the amount of the scholarship in a fair and impartial manner as follows: There shall be a basic scholarship equal in amount to every other basic scholarship for every eligible student in the demonstration area. In no case shall the amount of the basic scholarship fall below the level of average current expense per pupil for corresponding grade levels in the public schools in the demonstration area in the year immediately preceding the demonstration program.

(4) In addition to each base scholarship, compensatory scholarships shall be given to disadvantaged children. The amount of such compensatory scholarships and the manner by which children may qualify for them shall be established by the demonstration board.

(5) Adequate provision for the pro rata or incremental redemption of scholarships shall be made.

(6) The contract shall provide sufficient money to pay all actual and necessary transportation costs incurred by parents in sending their children to the school of their choice within the demonstration area, subject to distance limitations imposed by existing law.

(7) The contract shall specify that the contracting federal governmental agency shall hold harmless the participating local board from any possible decreased economies of scale or increased costs per pupil caused by the transition to a demonstration program.

(1972, P.A. 122,S.4.)

Sec. 10-239e. Use of scholarships. Eligibility of schools. (a) The demonstration board shall authorize the parents or legal guardian of scholarship recipients to use the demonstration scholarships at any public or private school in which the scholarship recipient is enrolled provided such public or private school: (1) Meets all educational, fiscal, health and safety standards required by law, (2) does not discriminate against the admission of students and the hiring of teachers on the basis of race, color or economic status and has filed a certificate with the state board of education that the school is in compliance with Title VI of the Civil Rights Act of 1964, (3) in no case levies or requires any tuition, fee or charge above the value of the education scholarship, (4) is free from sectarian control or influence except as provided in subsection (b) of this section, (5) provides public access to all financial and administrative records and provides to the parent or guardian of each eligible child in the demonstration area comprehensive information, in written form, on the courses of study offered, curriculum, materials and textbooks, the qualifications of teachers, administrators and paraprofessionals, the minimum school day, the salary schedules, financial reports of money spent per pupil and such other information as may be required by the demonstration board, (6) provides periodic reports to the parents on the average progress of the pupils enrolled, (7) meets any additional requirements established for all participating schools by the demonstration board.

(b) In compliance with the constitutional guarantee of free exercise of religion, schools may be exempted from subdivision (4) of subsection (a) of this section if they meet all other requirements for eligibility.

(1972, P.A. 122,S.5,6.)

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* "General Statutes of Connecticut", Volume II, State of Connecticut, 1973 pages 318-321.

APPENDIX J

CONSULTANTS FOR PRIVATE EDUCATION
42 Charter Oak Avenue, Hartford, Conn. 06106, Tel. 525-3195

December 22, 1975

Dear Parent:

We are sure you have heard of the Parent Choice Program now being considered by the East Hartford School System. Probably you have recently received a questionnaire on this matter.

Unfortunately in the questionnaire one possible option was not mentioned. This option would be to offer to East Hartford parents the opportunity of sending their children to a non-church related private school, organized as an independent school with parent involvment on the board of directors and in its activities. This school would be open to all pupils at no cost to the parent beyond the voucher. In other words, the voucher issued to the parent would be accepted by the private school as full tuition. This effort in personalized education would reflect the experience and tradition of excellence associated with private schools.

If you are interested in the private school option, we would appreciate it if you would answer the questionnaire, place it in the self-addressed, stamped envelope and mail immediately. To be effective, all questionnaires must be received so that the responses can be analyzed within the next week.

To keep you informed we will telephone as soon as we have your reply.

Sincerely yours,

David P. Kern

David P. Kern
Consultants for Private Education

Questionnaire: Option for a Private School

	Yes	No	Perhap
Question #1 Would you be interested in enrolling your child (children) in a private non-church related school?			
A. Grades K-4			
B. Grades K-8			
C. Grades 5-8			
D. Grades 9-12			
Question #2 Since there are many styles of private schools that could be started. would you prefer to send your child to:			
A. A highly structured school following the more traditional approach to education which most of us as parents experienced,			
B. A more flexible, "child centered" open type of school,			
C. A school that contains elements of both A and B.			
Question #3 - Would you be interested in a pre-kindergarten? This would not be covered by the voucher.			

Comments:

Name:

Address:

Phone:

Number of children and ages:

Please return immediately to:

Consultants for Private Education, c/o SPHERE, Inc.
42 Charter Oak Avenue
Hartford, Connecticut 06106

Section VII

Projections

PROJECTIONS

The Project Staff contracted with Educational Resources and Development Center to[1] 1) analyze the past revenues and expenditures of the Town of East Hartford and the East Hartford Public Schools, 2) project the future financial needs of the East Hartford Public Schools, and 3) project future educational costs both with and without the implementation of the Parents' Choice Project.

The data provided by these projections was used by project staff to inform the Board of Education and the public about the anticipated cost of the Parents' Choice Project. While the additional costs were to be covered by the federal government for five years there was a need to know the sixth year cost that would have to be absorbed by the town of East Hartford.

The first two sections present an analysis and projection of gross town and educational expenditures without a Parents' Choice Project. Throughout these sections, six year projections (1976-1981) were based on an analysis of trends during the past six years (1970-1975). The first section considers seven variables in projecting town revenues and expenditures. The seven variables are treated as distinct and unrelated. However, the section on derived projections involves a process of deriving projections based upon the interrelationships of these seven variables.

The third section analyzes the possible costs of operating the Parents' Choice Project over the next six years. It includes a discussion of the basic areas of increased costs as well as the alternative assumptions for calculating these costs.

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[1] Educational Resources and Development Center Report, University of Connecticut, January, 1976

Historical analysis and projections.

In this section, analyses and projections were performed for the following seven variables.

1. Town Revenue
2. Property Tax Revenue
3. Town Expenditure
4. Education Expenditure
5. Net Current Education Expenditure
6. Education Expenditure Per Pupil
7. Net Current Education Expenditure Per Pupil

These variables were selected because of their ability to provide an overview of East Hartford's public and education expenditures.

For all variables, a six year (1970-1975) historical analysis serves as the basis for a six year (1976-1981) projection. Gross interpretations of the historical trends and the future are presented in addition to tabular and graphic summaries for each variable.

Projection techinques

Predicting future data from historical trends is difficult, especially when predicting such elements as mill rate, school expenditure, and school enrollment. There have been many studies in this area, but there have been no formulas or procedures that predict with any great degree of accuracy. This is a result of the many and complex variables that contribute to the magnitude of change in the element being considered and these contributing variables themselves vary from year to year.

In this series of projections, three techniques were used: 1) historical percentages, 2) linear regression, and 3) quadratic regression. A brief description and rationale for the use of each method follows.

1) Historical Percentages

This is a variation of trend analysis to determine the extreme variation of predicted values for each year. It is an unsophisticated prediction method, but, as can be seen from the tables, does approximate some of the values, as determined by the other methods.

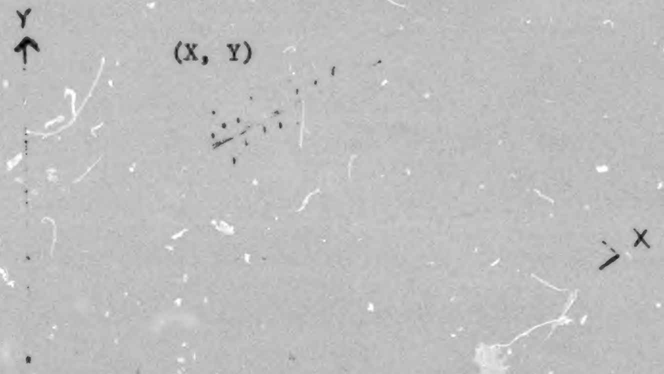
The methodology is to compute the percentages of change in the variable from one year to the next. This is done for all of the years in the historical period. Once this computation has been completed, the minimum and the maximum percentage change are selected. This determine the extreme predicted values for each year. The mean of the annual percentages is computed to determine the average percentage of change.

Assume that 1975-76 is the terminal year of historical data and is used as the "base data" for the first prediction. The historical minimum, mean and maximum annual percentage increases are applied to each succeeding years data and compounded. This is an exponential type of formulation and can become unreliable if there are severe fluctuations in percentages.

A limitation of this method is that, after a period of years, the difference between the minimum and maximum predicted values may become so large that the predicted values are of little value.

2) Linear Regression

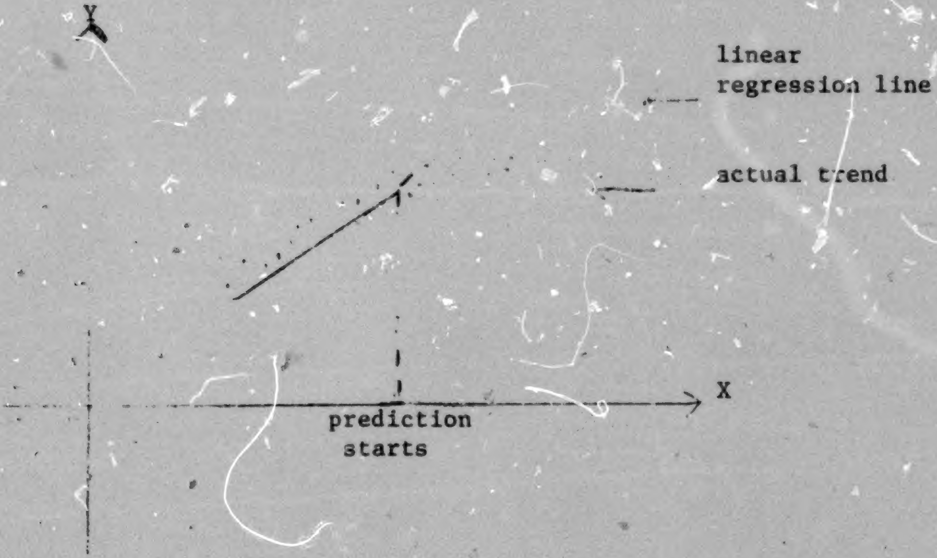
This method, as the word linear implies, assumes that the historical data can be represented by a straight line.



Assuming Y is the dependent variable and X is the independent variable, the points in Figure 1 lie "fairly" close to the line whose equation is Y' = b + a, where Y' is the predicted Y value. Hence, to predict any values, the equation of the regression line must be computed for the existing data and then the independent variable must be fed into the equation to determine the predicted value.

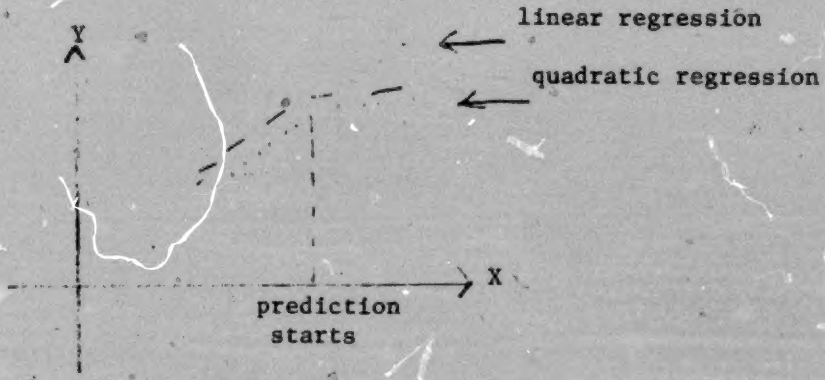
The primary limitation of this method is that it is not sensitive to leveling of increases in the dependent variable.

As seen below, the regression line continues its constant increase without being sensitive to the latest trend in the data. To more adequately consider this aspect, the quadratic regression technique was applied.


Y
linear regression line
actual trend
X
prediction starts

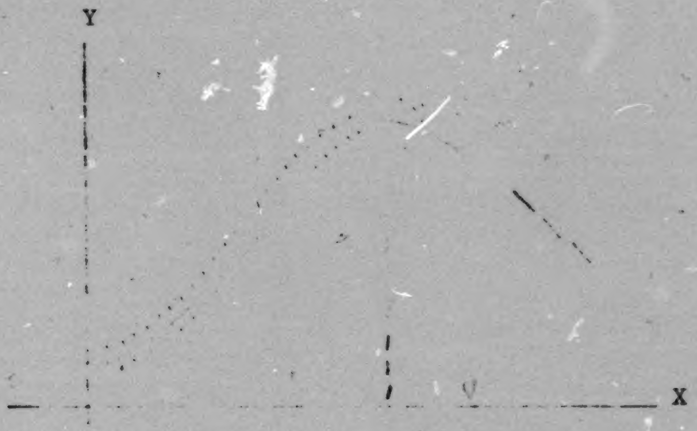
3) Quadratic Regression

This technique is more mathematical and requires more computation than the aforementioned techniques. The data is analyzed in such a way as to determine a parabola that best approximates this data.


Y
linear regression
quadratic regression
X
prediction starts

The standard error of mean is computed exactly as was done in the linear regression method with the same interpretations.

A weakness of this method is that the apex of the parabola may occur in the interval of the independent variable being considered, thus rendering the rest of the predicted values unusuable. Thus, according to historical data, the best fitting parabola may be similar to that shown on the next chart. This is impossible in most instances since the variable being projected will not continue to decrease until it reaches zero.



Town Revenue and Expenditures

Property Tax Revenue represents the major source of funding for all school systems (and local government) in Connecticut. In East Hartford, these revenues have been increasing at approximately 2.3% per year over the last six years and 1.2% per year over the last three years as shown in Table 2.1. The historical analysis of Property Tax Revenue shows periodic drops in the tax base of East Hartford. The percentage increases in Property Tax Revenue, coupled with an annual increase of approximately 5% in Total Town Revenues and Total Town Expenditures, indicates that federal, state and local non-property revenues have increased their proportion of town support.

As previously mentioned, Total Town Revenues and Expenditures (Tables 2.2 and 2.3) have increased at approximately 5% per annum over the last six years, and roughly 4.5% per annum over the last three years. Both the linear and quadratic regression analyses (Figures 2.1, 2.2, and 2.3) appear to bound and approximate the mean percentage increase.

On the basis of an analysis of the three projections, it appears that a 5% per year increase is the most probable rate of anticipated growth in East Hartford expenditures.

Note that as time increases (the number of years projected ahead) the variation among the different projection methods becomes greater (Figures 2.1,2.2, 2.3). Therefore, the accuracy of any projection continually decreases as projections are made for longer periods of time.

Education Expenditures

Both Total Educational Expenditure and Net Current Expenditure historical increases reflect a similar trend to that of the Total Town Expenditures.

Total Educational Expenditures have increased at 5.2% per year over the last six years and 4.4% over the last three years (Table 2.4). Net Current Educational Expenditures, which equal Total Educational Expenditure minus Debt Service, Capital Outlay and Transportation, have experienced an annual increase of 5.4% over six years and approximately the same over the last three years. (Table 2.5).

Per pupil expenditure in the East Hartford Public School's depicts a combination of the above increase and simultaneous decreasing enrollment. Total Educational Expenditures Per Pupil have increased 8.1% per year over six years and 7.1% per year over the last three years (Table 2.6). Net Current Educational Expenditures Per Pupil have experienced an annual growth of 8.3% in six years and 8.9% in the last three years (Table 2.7). The increase in these two variables is most probably a result of inflation, program expansion, and declining enrollments.

The linear and quadratic regression analyses for each variable, appear to bound or be bounded by the minimum and mean percentage increases (Figures 2.4, 2.5, 2.6, and 2.7). This lends some support to a slight downward trend in the annual increase of educational expenditures.

On the basis of the historical analyses and the various projection methods, the best summary projections indicate a 4% to 5% increase in educational expenditures and a 7% to 8% increase in per pupil expenditures.

TABLE 2.1

EAST HARTFORD PUBLIC SCHOOLS PARENTS' CHOICE PROJECT

PROPERTY TAX REVENUE

A. HISTORICAL ANALYSIS

YEAR	PROPERTY TAX REVENUE	% CHANGE
1970 - 1971	20,200,515	99.436
1971 - 1972	20,086,610	108.765
1972 - 1973	21,847,301	96.391
1973 - 1974	21,058,836	107.723
1974 - 1975	22,685,309	99.414
1975 - 1976	22,552,462	

B. PROJECTION TECHNIQUES

	Historical Percentages			Regression Analysis	
Year	Minimum % (96.3910)	Mean % (102.3460)	Maximum % (108.7654)	Linear*	Quadratic**
1976-1977	21,738,528	23,081,536	24,529,248	23,281,904	23,175,072
1977-1978	20,953,984	23,623,024	26,679,328	23,818,112	23,620,768
1978-1979	20,197,744	24,177,216	29,017,872	24,354,320	24,043,888
1979-1980	19,468,800	24,744,416	31,561,392	24,890,528	24,444,448
1980-1981	18,766,160	25,324,928	34,327,872	25,426,736	24,822,432
1981-1982	18,088,880	25,919,056	37,336,848	25,962,944	25,177,856

STANDARD ERROR

*± 597,632 **± 596,640

TABLE 2.2

EAST HARTFORD PUBLIC SCHOOLS PARENTS' CHOICE PROJECT

TOTAL TOWN REVENUE

A. HISTORICAL ANALYSIS

YEAR	TOTAL TOWN REVENUE	% CHANGE
1970 - 1971	24,760,376	106.687
1971 - 1972	26,416,018	105.029
1972 - 1973	27,744,609	103.652
1973 - 1974	28,760,731	105.274
1974 - 1975	30,274,688	103.944
1975 - 1976	31,468,584	

B. PROJECTION TECHNIQUES

	Historical Percentages			Regression Analysis	
Year	Minimum %	Mean %	Maximum %	Linear*	Quadratic**
	(103.6624)	(104.9171)	(106.6866)		
1976-1977	32,621,072	33,015,920	33,572,736	32,850,800	32,587,232
1977-1978	33,815,776	34,639,360	35,817,600	34,168,880	33,680,928
1978-1979	35,054,240	36,342,624	38,212,576	35,486,976	34,718,624
1979-1980	36,338,064	38,129,632	40,767,680	36,805,072	35,700,304
1980-1981	37,668,896	40,004,512	43,493,648	38,123,152	36,625,984
1981-1982	29,048,464	41,971,584	46,401,888	39,441,248	37,495,648

STANDARD ERROR

*± 166,656 **± 143,056

TABLE 2.3

EAST HARTFORD PUBLIC SCHOOLS PARENTS' CHOICE PROJECT

TOTAL TOWN EXPENDITURE

A. HISTORICAL ANALYSIS

YEAR	TOTAL TOWN EXPENDITURE	% CHANGE
1970 - 1971	24,625,376	
		102.625
1971 - 1972	25,271,904	
		108.213
1972 - 1973	27,347,530	
		104.055
1973 - 1974	28,456,355	
		106.530
1974 - 1975	30,314,588	
		103.807
1975 - 1976	31,468,584	

B. PROJECTION TECHNIQUES

	Historical Analysis			Regression Analysis	
Year	Minimum % (102.6254)	Mean % (105.0459)	Maximum % (108.2131)	Linear*	Quadratic**
1976-1977	32,294,736	33,056,432	34,053,120	32,959,328	33,236,208
1977-1978	33,142,592	34,724,416	36,849,936	34,400,848	34,915,952
1978-1979	34,012,704	36,476,560	39,876,464	35,842,352	36,655,312
1979-1980	34,905,648	38,317,120	43,151,568	37,283,873	38,454,304
1980-1981	35,822,048	40,250,560	46,695,664	38,725,376	40,312,896
1981-1982	36,762,496	42,281,552	50,530,832	40,166,896	42,231,104

STANDARD ERROR

*± 333,328 **± 320,672

TABLE 2.4

EAST HARTFORD PUBLIC SCHOOLS PARENTS' CHOICE PROJECT

TOTAL EDUCATIONAL EXPENDITURES

A. HISTORICAL ANALYSIS

YEAR	TOTAL EDUCATIONAL EXPENDITURES	% CHANGE
1970 - 1971	14,504,348	105.912
1971 - 1972	15,361,875	106.871
1972 - 1973	16,417,349	103.647
1973 - 1974	17,016,041	105.933
1974 - 1975	18,025,555	103.730
1975 - 1976	18,697,852	

B. PROJECTION TECHNIQUES

	Historical Percentages			Regression Analysis	
Year	Minimum % (103.6467)	Mean % (105.2183)	Maximum % (106.8707)	Linear*	Quadratic*
1976-1977	19,379,680	19,673,552	19,982,496	19,626,224	19,441,440
1977-1978	20,086,384	20,700,176	21,355,408	20,470,720	20,127,568
1978-1979	20,818,864	21,780,368	22,822,656	21,315,200	20,774,096
1979-1980	21,578,048	22,916,928	24,390,720	22,159,696	21,381,040
1980-1981	22,364,912	24,112,800	26,066,512	23,004,192	21,948,400
1981-1982	23,180,480	25,371,072	27,857,440	23,848,688	22,476,160

STANDARD ERROR

*± 116,288 **± 99,280

TABLE 2.5

EAST HARTFORD PUBLIC SCHOOLS PARENTS' CHOICE PROJECT

NET CURRENT EDUCATIONAL EXPENDITURE

A. HISTORICAL ANALYSIS

YEAR	NET CURRENT EDUCATIONAL EXPENDITURE	% CHANGE
1970 - 1971	12,820,955	106.033
1971 - 1972	13,594,501	103.815
1972 - 1973	14,113,113	103,902
1973 - 1974	14,663,823	108.398
1974 - 1975	15,895,317	105.074
1975 - 1976	16,701,926	

B. PROJECTION TECHNIQUES

	Historical Percentages			Regression Analysis	
Year	Minimum %	Mean %	Maximum %	Linear*	Quadratic**
	(103.8148)	(105.4445)	(108.3981)		
1976-1977	17,339,056	17,611,264	18,104,576	17,317,392	17,820,064
1977-1978	18,000,496	18,570,112	19,625,024	18,084,768	19,018,800
1978-1979	18,687,168	19,581,152	21,273,152	18,852,144	20,325,408
1979-1980	19,400,032	20,647,248	23,059,696	19,619,520	21,739,888
1980-1981	20,140,096	21,771,392	24,996,272	20,386,880	23,262,224
1981-1982	20,908,384	22,956,736	27,095,488	21,154,256	24,892,432

STANDARD ERROR

*± 224,768 **± 153,072

TABLE 2.6

EAST HARTFORD PUBLIC SCHOOLS PARENTS' CHOICE PROJECT

TOTAL EDUCATIONAL EXPENDITURE PER PUPIL

A HISTORICAL ANALYSIS

YEAR	TOTAL EDUCATIONAL EXPENDITURE PER PUPIL	% CHANGE
1970 - 1971	1,171	
		108,454
1971 - 1972	1,270	
		109.685
1972 - 1973	1,393	
		106.461
1973 - 1974	1,483	
		110.856
1974 - 1975	1,644	
		105.231
1975 - 1976	1,730	

B. PROJECTION TECHNIQUES

	Historical Percentages			Regression Analysis	
Year	Minimum % (105.2311)	Mean % (108.1374)	Maximum % (110.8563)	Linear*	Quadratic**
1976-1977	1,820,50	1,870.78	1,917.81	1849.20	1863.83
1977-1978	1,915.73	2,023.01	2,126.02	1963.69	1990.78
1978-1979	2,015.94	2,187.63	2,356.83	2078.17	2120.85
1979-1980	2,121.40	2,365.65	2,612.69	2192,66	2254.03
1980-1981	2,232.37	2,558.15	2,896.33	2307.14	2390.32
1981-1982	2,349.15	2,766.32	3,210.77	2421.63	2529.72

STANDARD ERROR

*± 17.53 **± 16.88

TABLE 2.7

EAST HARTFORD PUBLIC SCHOOLS PARENTS' CHOICE PROJECT

NET CURRENT EDUCATIONAL EXPENDITURE PER PUPIL

A. HISTORICAL ANALYSIS

YEAR	NET CURRENT EDUCATIONAL EXPENDITURE PER PUPIL	% CHANGE
1970 - 1971	1,035	
1971 - 1972	1,124	108.599
1972 - 1973	1,198	106.584
1973 - 1974	1,278	106.678
1974 - 1975	1,450	113.458
1975 - 1976	1,545	106.552

B. PROJECTION TECHNIQUES

	Historical Percentages			Regression Analysis	
Year	Minimum % (106.5516)	Mean % (108.3740)	Maximum T (113.4584)	Linear*	Quadratic**
1976-1977	1,646.22	1,674.38	1,752.93	1,632.47	1,702.86
1977-1978	1,754.08	1,814.59	1,988.85	1,735.55	1,866.24
1978-1979	1,869.00	1,966.55	2,256.52	1.838.64	2,044.70
1979-1980	1,991.45	2,131.22	2,560.21	1,941.72	2,238.23
1980-1981	2,121.92	2,309.69	2,904.77	2,044.81	2,446.83
1981-1982	2,260.94	2,503.11	3,295.71	2,147.90	2,670.50

STANDARD ERROR

*± 30.94 **± 20.68

FIGURE 2.1

EAST HARTFORD PUBLIC SCHOOLS PARENTS' CHOICE PROJECT
PROPERTY TAX REVENUE - PROJECTIONS

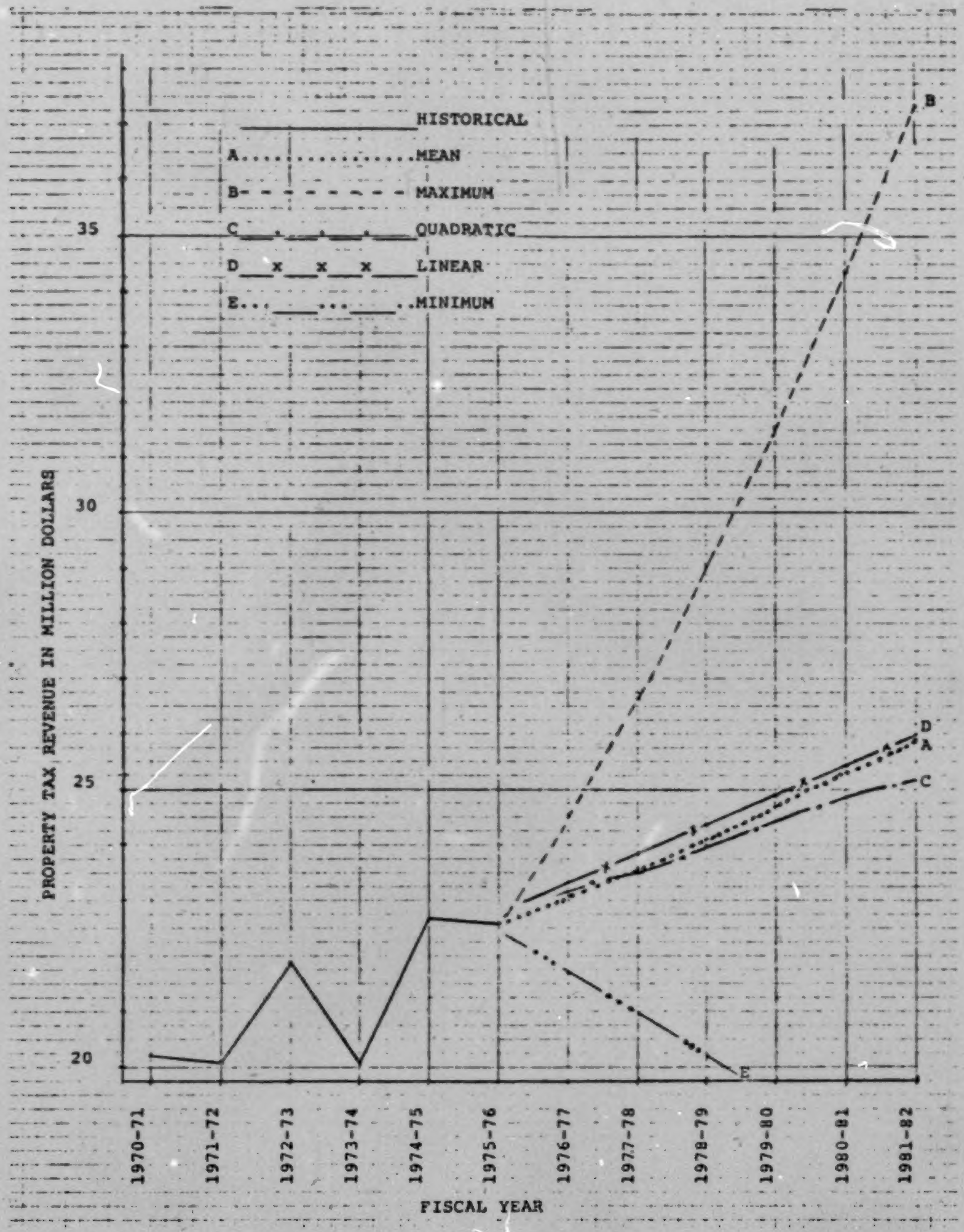


FIGURE 2.2

EAST HARTFORD PUBLIC SCHOOLS PARENTS' CHOICE PROJECT

TOTAL TOWN REVENUE - PROJECTIONS

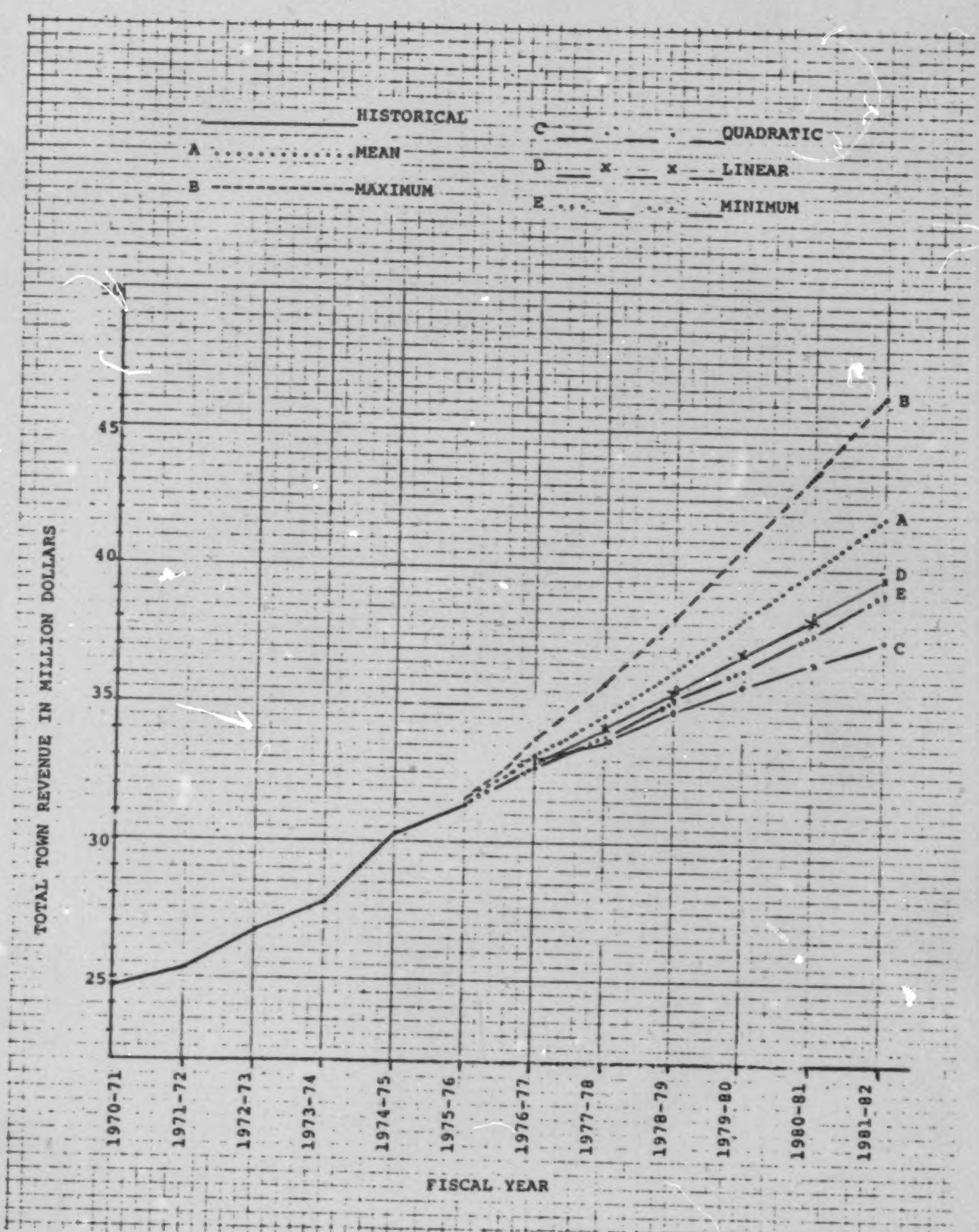


FIGURE 2.3

EAST HARTFORD PUBLIC SCHOOLS PARENTS' CHOICE PROJECT

TOTAL TOWN EXPENDITURE - PROJECTIONS

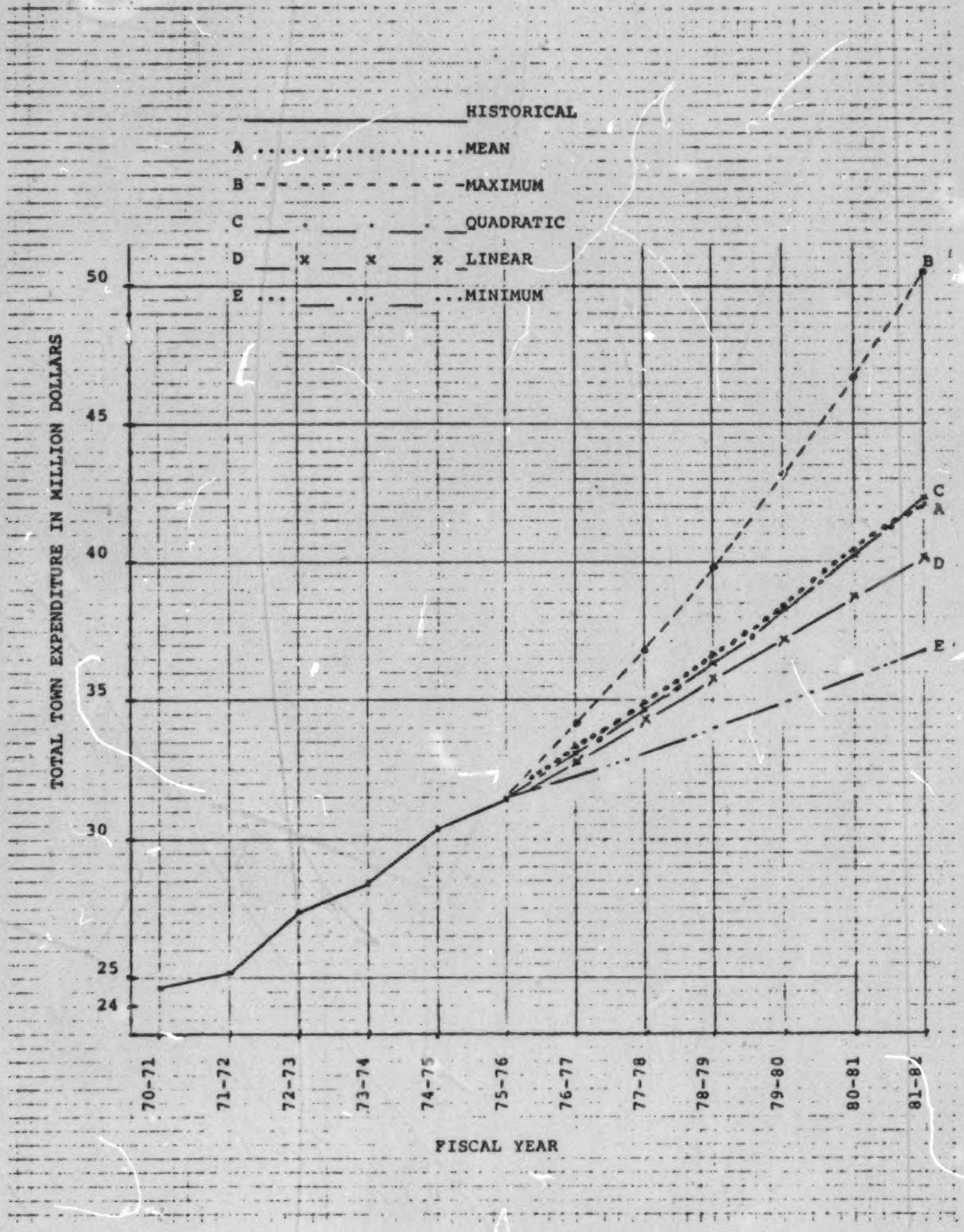


FIGURE 2.4

EAST HARTFORD PUBLIC SCHOOLS PARENTS' CHOICE PROJECT

TOTAL EDUCATIONAL EXPENDITURE-PROJECTIONS

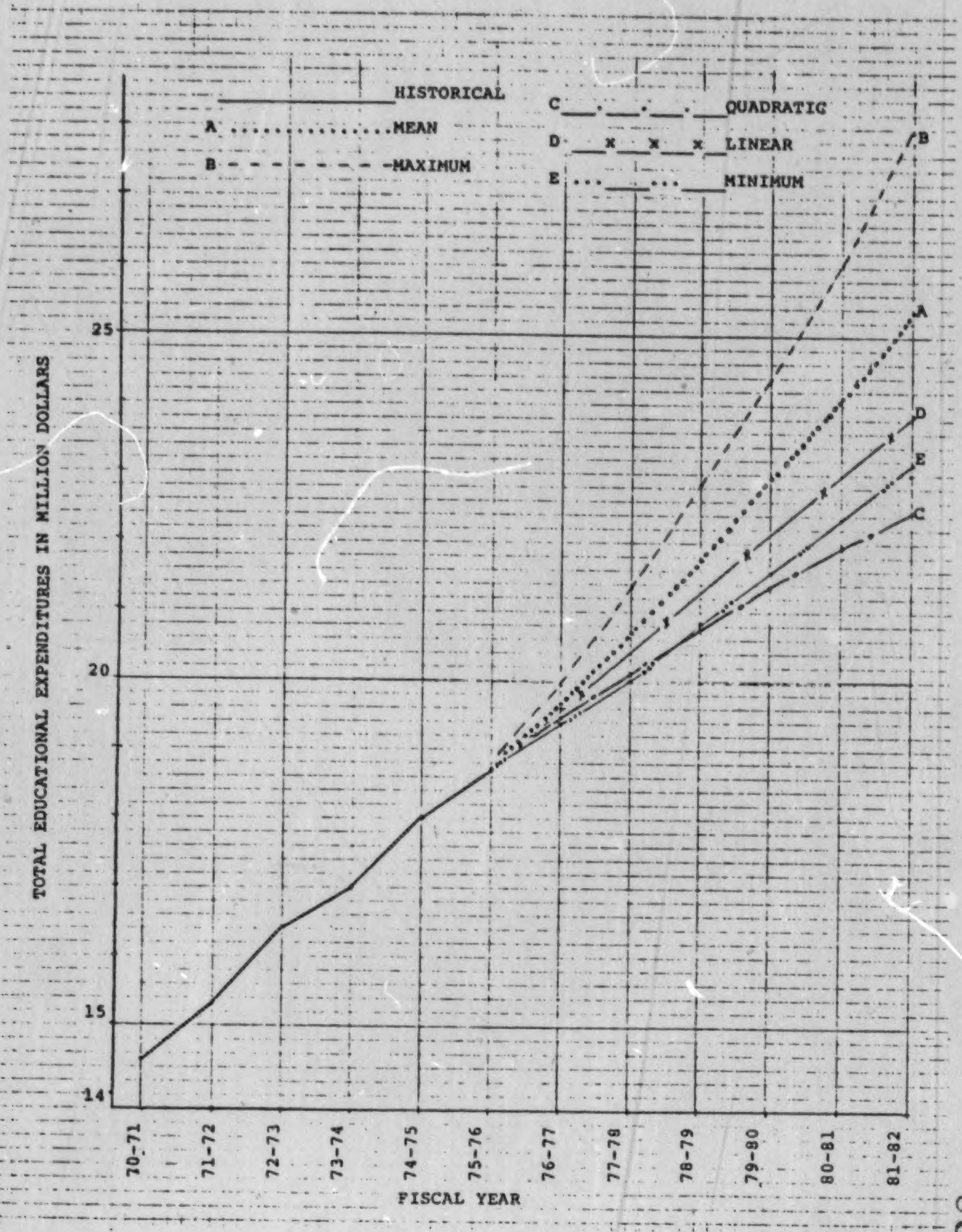


FIGURE 2.5

EAST HARTFORD PUBLIC SCHOOLS PARENTS' CHOICE PROJECT

NET CURRENT EDUCATIONAL EXPENDITURE - PROJECTIONS

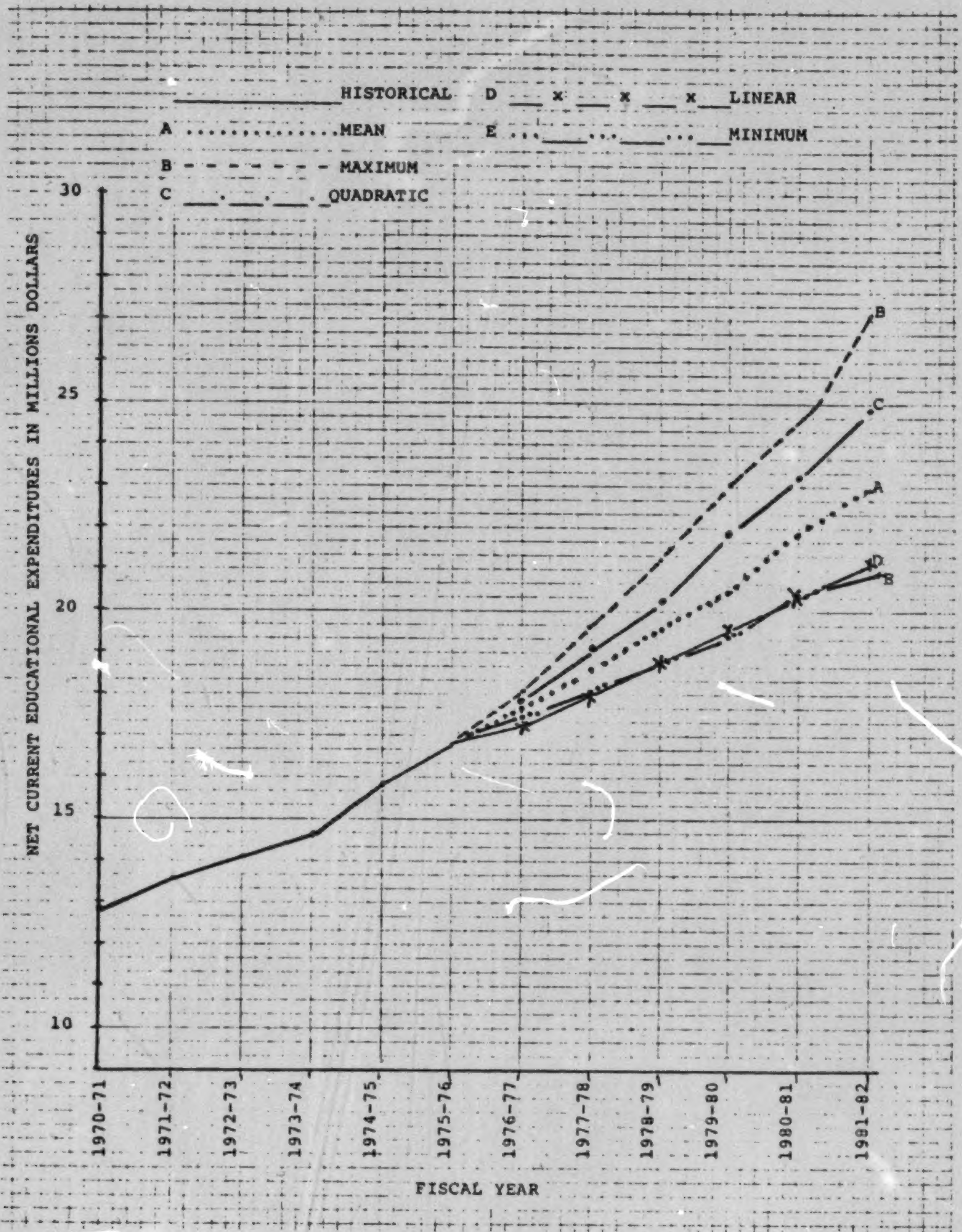


FIGURE 2.6

EAST HARTFORD PUBLIC SCHOOLS PARENTS' CHOICE PROJECT

TOTAL EDUCATIONAL EXPENDITURE PER PUPIL - PROJECTIONS

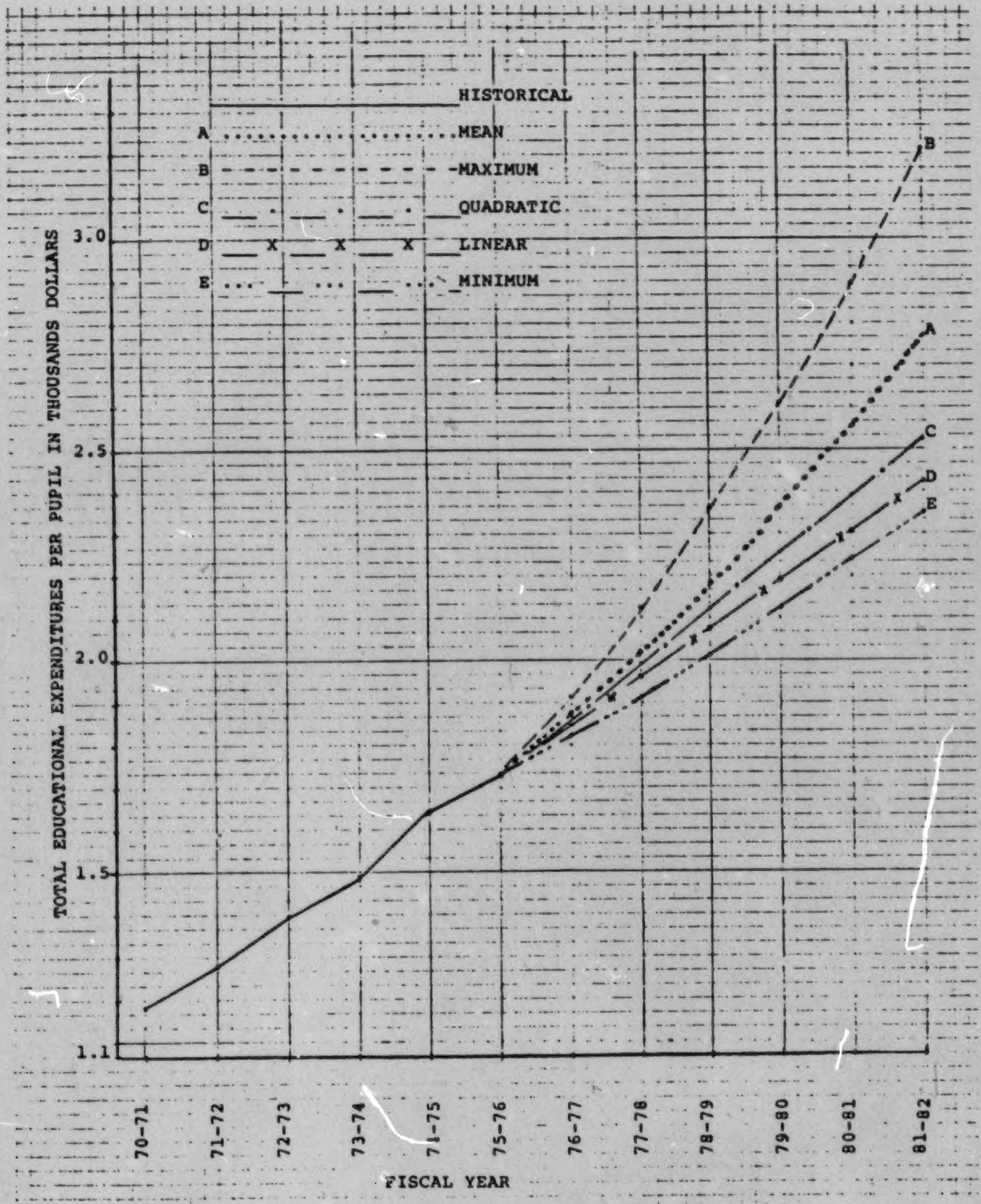
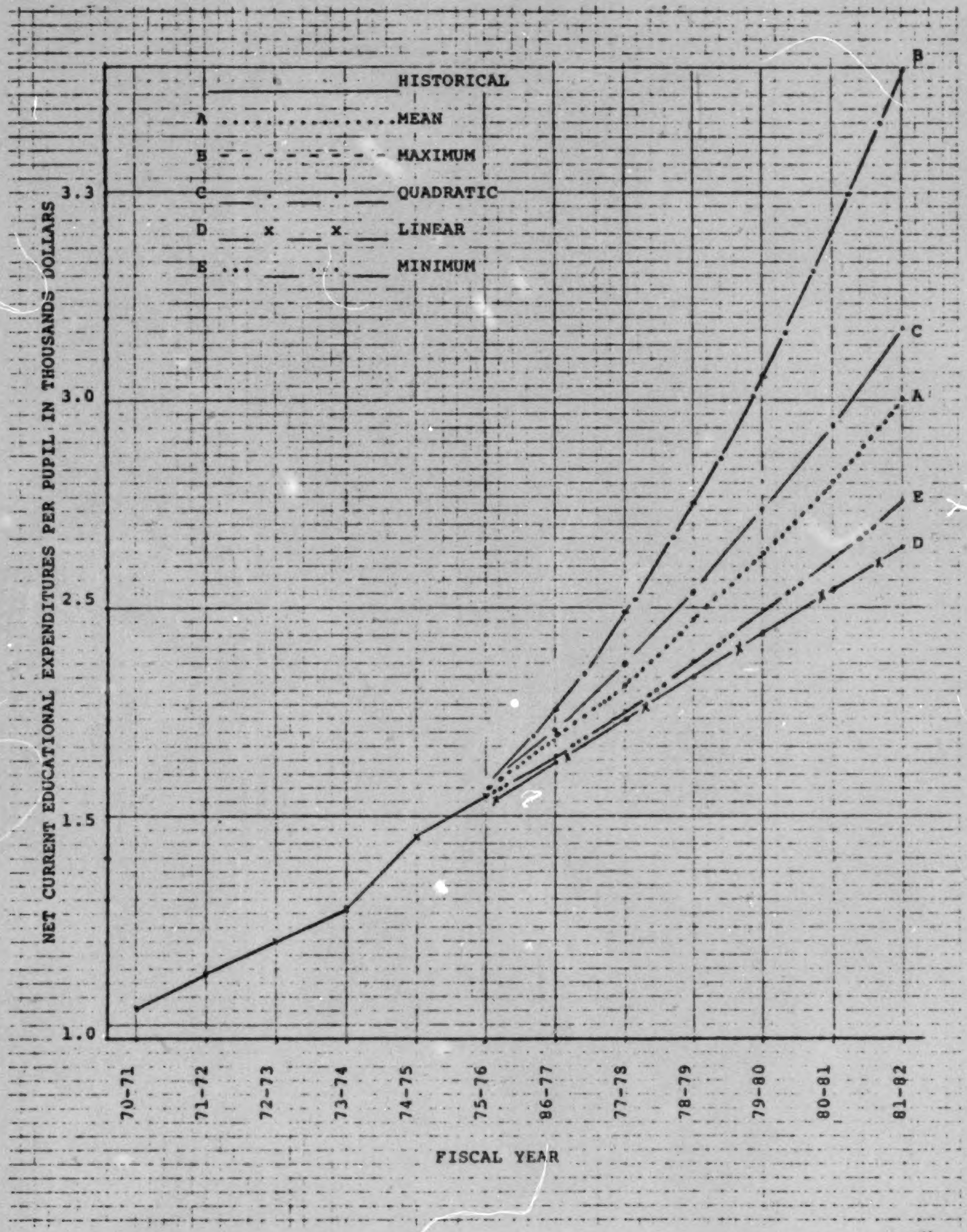


FIGURE 2.7

EAST HARTFORD PUBLIC SCHOOLS PARENTS' CHOICE PROJECT

NET CURRENT EDUCATIONAL EXPENDITURE PER PUPIL - PROJECTIONS



Derived Projections

The purpose of this section is to project certain critical variables based upon assumptions and relationships of other fiscal variables.

Both the Net Grand List (NGL) and Mill Rate (MR) are analyzed historically to ascertain trends.

The first derived projection is an attempt to predict Total Education Expenditure (TEE) from assumptions made about NGL and MR. This approach is predicated upon the politial reality that the setting of an acceptable MR may be the dominant factor in the budget development process at the local level of government.

The second derived projection reverses the process. It assumes that the necessary level of education expenditure will first be determined, and that education expenditures (along with other town expenditures) will determine the MR.

In most cases, of course, budget development incorporates both of these methods and the MR and TEE are the result of a long and involved process of negotiation. However, given the present tax structure, economic conditions, and relative stability of the NGL, it would seem reasonable to assume that the MR will be carefully controlled during the coming years.

Analysis of Net Grand List (NGL) and Mill Rate (MR)

Both the NGL and MR were projected using the technique employed in the previous section. Due to distortions resulting from revaluations, a number of different analyses were conducted for each of these variables. Projections were made for NGL and MR using three different historical periods,

1) 15 years with 2 revaluations, 1960-1975;
2) 10 years with no revaluations, 1961-1971;
3) 5 years with no revaluations, 1971-1975.

For both the NGL and the MR the best projections were considered to be those arrived at using the most recent five year period.

Table 2.8 shows the growth of East Hartford's NGL over the last sixteen years. Excluding revaluation years, it is obvious that the growth of the 1960's has not been repeated in the 1970's. In fact, the 1975 NGL represents an almost insignificant increase over that of the 1971 NGL.

The minimal net growth of the NGL over the last five years is partially explained by new state laws that require a decreased valuation of inventories. These procedures will continue to erode some of East Hartford's tax base, until roughly 1980. Excluding these losses there has been slow growth in property valuation. The Capitol Region Planning Agency has classified East Hartford as a built up town and estimates only 5% of the town's land is still developable. Little growth of commercial industrial, or residential property is anticipated.

This indicates that the NGL will remain relatively stable over the next six years. Its growth may range from no increase to a 1 or 2% net annual increase.

Mill rates have shown a relatively steady increase over the 15 years, with the exception of those years immediately following revaluation. (Table 2.9). The growth of East Hartford's mill rate during this period has obviously been affected by the concurrent growth in the NGL. The recent trend in the mill rate is an indication of the relative stability of the NGL.

The best single projection of mill rates appears to be approximately a 1 to 2 mill increase per year. This is approximately a 2 to 4% increase. It is not anticipated that the growth of local government spending and the accompanying growth in mill rate that occured during the 1960's will be repeated in the 1970's. East Hartford, like other municipalities, may be forced to look elsewhere for extra revenues.

TABLE 2.8

EAST HARTFORD PUBLIC SCHOOLS PARENTS' CHOICE PROJECT

NET GRAND LIST
1960-1975

AS OF OCT. 1	FISCAL YEAR	NET GRAND LIST	% CHANGE
1960	1961-1962	$202436940.00	
1961*	1962-1963	263388330.00	130.109
1962	1963-1964	275520760.00	104.606
1963	1964-1965	287691515.00	104.417
1964	1965-1966	299156174.00	103.985
1965	1966-1967	319705865.00	106.869
1966	1967-1968	353868423.00	110.686
1967	1968-1969	382658295.00	108.136
1968	1969-1970	400788000.00	104.738
1969	1970-1971	435181260.00	108.581
1970	1971-1972	416808985.00	95.778
1971*	1972-1973	500438437.00	120.064
1972	1973-1974	497001644.00	99.313
1973	1974-1975	509185826.00	102.452
1974	1975-1976	494098803.00	97.037
1975	1976-1977	501612803.00	101.521

*Revaluation Year

TABLE 2.9

EAST HARTFORD PUBLIC SCHOOLS PARENTS' CHOICE PROJECT

MILL RATES

1961-1976

FISCAL YEAR	MILL RATE	% CHANGE
1961-1962	29.90	
		83.612
1962-1963*	25.00	
		107.600
1963-1964	26.90	
		107.435
1964-1965	28.90	
		106.920
1965-1966	30.90	
		98.382
1966-1967	30.40	
		113.487
1967-1968	34.50	
		126.377
1968-1969	43.60	
		106.651
1969-1970	46.50	
		100.000
1970-1971	46.50	
		102.151
1971-1972	47.50	
		89.474
1972-1973*	42.50	
		96.471
1973-1974	41.00	
		104.878
1974-1975	43.00	
		104.419
1975-1976	44.90	

*Revaluation Year

Inter-relationships of Fiscal Variables

The relationship between Property Tax Revenue (PTR) and Total Town Expenditure (TTE) has shown a signigicant trend over the last six years. The ratio of PTR/TTE has decreased from approximately .80 in 1970 to approximately .70 in 1975. This indicates that the town of East Hartford is relying more and more on other than local property taxes for its revenues. On the other hand, it appears that some state and federal aid programs have leveled off. The derived projections which follow assume a constant PTR/TTE ratio of .70 for the next six years.

The relationship between Total Educational Expenditure (TEE) and TTE has been remarkably stable over the last six years. The ratio of TEE/TTE has consistently been approximately .60. This indicates that education expenditures represent almost a fixed percentage of town expenditures. The procedures which follow assume that this ratio will continue during the next six years.

Projecting Total Educational Expenditure and Mill Rate

Table 2.10 presents the results of deriving future educational expenditures. The projected TEE's are based on NGL's remaining constant or growing at 2% annually, and MR's increasing at 1 or 2 mills per year. This may prove to be the most realistic projection based on the present political and economic climate. Interestingly, the projected TEE figures are similar to those projected in the previous section. Having made some logical assumptions about the future NGL's and MR's, these is a possibility of TEE increasing at only 3% per year, but also the possibility of it growing at 6% per year. The best projections are still within the 4 to 5% range of annual increase. This growth level implies certain constraints on educational program expansion.

Table 2.11 presents the results of deriving future mill rates. Having assumed educational expenditures to grow at 4 or 5% per year, this process indicates the number of mills required to meet the growth. As in the previous derived projections, this calculation helped confirm earlier projections. The growth range is roughly from 1 to 2.5 mills per year or a 2 to 5% annual increase.

In both of these derived projections the values produced by the alternative assumptions grow further apart as time increases. This again indicates the decreasing accuracy of projections, and the need for their continuous updating.

TABLE 2.10

EAST HARTFORD PUBLIC SCHOOLS PARENTS' CHOICE PROJECT

PROJECTED EDUCATIONAL EXPENDITURES

Year	ASSUMING A 1 MILL ANNUAL INCREASE		ASSUMING A 2 MILL ANNUAL INCREASE	
	A Constant NGL TEE	A 2% Annual Increase in NGL TEE	A Constant NGL TEE	A 2% Annual Increase in NGL TEE
1976-1977	$19777875	$19777875	$20207829	$20207829
1977-1978	20207829	20611986	21067737	21489091
1978-1979	20637783	21471549	21927644	22813521
1979-1980	21067737	22357252	22787552	24182334
1980-1981	21497691	23269791	23647446	25596770
1981-1982	21927644	24209890	24507367	27058113

FORMULA $\text{NGL} \times \text{MR} = \text{PTR} \div \frac{\text{PTR}}{\text{TTE}} = \text{TTE} \times \frac{\text{TEE}}{\text{TTE}} = \text{TEE}$

Variables

TTE = Total Town Expenditure
PTR = Property Tax Revenue
TEE = Total Educational Expenditure
NGL - Net Grand List
MR = Mill Rate

Constants

PTR/TEE = .70

TEE/TTE = .60

1975-1976

TEE = 18697852.
PTR = 22552462.
TTE = 31468584.
NGL = 494098803.
MR - 44.9

1976-1977

NGL = 501,612,803.

TABLE 2.11

EAST HARTFORD PUBLIC SCHOOLS PARENTS' CHOICE PROJECT

PROJECTED MILL RATES

	ASSUMING A 2% ANNUAL INCREASE IN NGL		ASSUMING A CONSTANT NGL	
	A 4% Annual Increase In TEE	A 5% Annual Increase in TEE	A 4% Annual Increase in TEE	A 5% Annual Increase in TEE
Year	MR	MR	MR	MR
1976-1977	45.2	45.6	45.2	45.6
1977-1978	46.1	47.0	47.0	47.9
1978-1979	47.0	48.4	48.9	50.3
1979-1980	47.9	49.8	50.9	52.9
1980-1981	48.9	51.3	52.9	55.5
1981-1982	49.8	52.8	55.0	58.3

FORMULA $TEE \div \frac{TEE}{TTE} = TTE \times \frac{PTR}{TTE} = PTR \div NGL = MR$

Variables

TTE = Total Town Expenditure
PTR = Property Tax Revenue
TEE = Total Educational Expenditure
NGL = Net Grand List
MR = Mill Rate

Constants

PTR/TEE = .70

TEE/TTE = .60

1975-1976

TEE = 18697852.
PTR = 22552462.
TTE = 31468584.
NGL = 494098803.
MR - 44.9

1976-1977

NGL = 501,612,803.

Direct Costs of Parents' Choice

The actual operating expense of the Parents' Choice Project (PCP) would increase the cost of education in East Hartford. The Parents' Choice Staff has identified three major expenses that could make up this increased cost. These are:

1. Administrative Expenses
2. Transportation Expenses
3. Private School Voucher Expenses

No historical data exist from which analyses and projections could be made. The lack of historical experience in these areas prevents the projection of future costs based on prior trends. However, the use of present-day approximations and forecasts of growth similar to those described in the previous sections, allows some rough projections to be made. Readers are cautioned in their interpretation and use of these projections. They are based on some rational assumptions that could very well be altered in the future.

It should be noted that federal funds would be available to meet these increased costs during the five years (1976-77 - 1980-81) demonstration period. Projections have been made for a sixth year (1981-82) to reflect the cost at the time federal assistance would be phased out.

Private School Voucher Expenses

The cost of providing vouchers to private school students is the product of a number of related factors. This expense presents both the greatest cost and the greatest problems of estimation. It is probably best summarized as the multiplication of

(1) the number of private school pupils who will utilize the voucher

by

(2) the cost per pupil

The first category (1) is dependent on two major factors:

1.1 the number of private schools eligible and their capacities

1.2 the number of East Hartford residents who are presently students in these eligible schools, and projections of future enrollments.

Category (2) is somewhat more complex and is influenced by the following factors:

2.1 the present per pupil expenditure (tuition) of eligible private schools, and projections of this expenditure (tuition) figure,

2.2 the present voucher values of the East Hartford Public Schools, and projections of their future growth

2.3 the feasibility of obtaining state basec aid (ADM) grants for private school students, and projections of future growth in the ADM grant

2.4 the ability of the East Hartford Public Schools to reduce expenditures proportionately if students presently attending public school choose to attend private school.

In order to estimate a dollar cost of providing vouchers to private school students, a number of assumptions had to be made. These assumptions are based on present knowledge and anticipation of the future.

FACTOR 1.1 At present there are five private school facilities in the town of East Hartford (demonstration area). Only two of these, St. Rose and St. Christopher parochial schools, presently serve East Hartford resident students.

Both of these schools contain Grades 5-8 and have stated capacities of 272 and 337 students respectively. A third parochial educational facility, St. Mary's, is not in operation at this time. Although this building contains 16 classrooms, its capacity has been stated as 280 students by Diocesan officials. There are two day-care, nursery schools located in East Hartford. Both of these have limited facilities (20 to 30 students) and could absorb only a minimal number of kindergarten students. No projection is being made of private schools beginning operation as a result of the Parents' Choice Project.

FACTOR 1.2 At present, St. Rose. and St. Christopher schools have enrollments of 226 and 317 students respectively. Over the last seven year period the combined enrollment of these two schools has ranged from 521 to 577 which a mean of 550.

The last enumeration of East Hartford school age residents showed a total of approximately 1200 non-public school students. Of these 1200, approximately 400 attend East Catholic High School in Manchester and may not be eligible for vouchers. Excluding the 550 students attending the two parochial schools in East Hartford, the remainder (or approximately 250 students) are attending other private schools outside of East Hartford.

Without the opening of any new schools in East Hartford, the projected enrollment for private schools in 1981-82 can range between 400 and 800 students. If St. Mary's school were to re-open and attract students presently attending public school, total private school enrollment could approach 800 students. However, if present parochial school enrollments decline at a rate similar to public school enrollments, it is estimated that approximately 400 students would be attending St. Rose and St. Christopher schools.

In light of the past experience of private school education in East Hartford, the best projection of 1981-82 private school enrollment appears to be 550 students.

FACTOR 2.1 The present tuition at St. Rose and St. Christopher schools is $325.00. This is the tution charged those students who are not members of the parish which supports the school. The actual per pupil expenditure has been quoted by Diocesan officials as $465 at St. Rose and $370 at St. Christopher. The proportion of lay teachers at St. Rose.

With the institution of a Parents' Choice Project, both of the parochial schools would most likely find it desirable to improve their educational programs resulting in an increase in their expenditures. Per pupil costs may grow at a rate similar to that projected for the public schools (7.5%) or may increase at a greater rate. This higher rate could result from 1) paying higher salaries to religious teachers, 2) hiring more lay teachers, 3) expanding programs, and 4) lowering student/teacher ratios.

Table 2.16 shows several alternative growth patterns for per pupil expenditure in the parochial schools. Note that only the $465 per pupil expenditure is used for the present day cost. The higher value was chosen because it appeared more realistic and also simplified calculations. In addition, only one voucher value (Grade 6-8) is employed for comparison and later calculations.

Table 2.16 indicates that parochial school per pupil expenditures would have to experience a 31% annual increase over the next six years, if they were to equal the projected 1981-82 voucher value for the public schools. The magnitude to this increase suggests that this rate of growth has a fairly low probability of actually occuring. It is also believed that the rate of growth will exceed 7.5%

per year. Of the three growth schedules between these two extremes (15%, 20%, and 25%), the 20% annual increase may represent the best projection.

FACTOR 2.2 The 1975-76 Voucher Values for the East Hartford Public Schools are:

K	$676.
1-5	$1372.
6-8	$1499.
9-12	$1666.

Because St. Rose and St. Christopher schools contain Grades 5-8, it was decided to estimate costs using the Grade 6-8 voucher only. This means that the costs will be somewhat overstated.

Employing the findings of a previous section, per pupil expenditures in the East Hartford Public Schools are projected to increase at approximately 7.5% per year. This projection incorporates inflation and declining enrollments as major factors and program expansion as a minor factor, contributing to the increase. Table 2.16 projects the growth of the Grade 6-8 voucher through 1981-82.

FACTOR 2.3 At present the state basic aid (ADM) grant is $250 per pupil. It is assumed that, with a Parents' Choice Project, this grant will become available to the town of East Hartford for private school students utilizing the voucher. Public Act 122, Section 10-239c, implies that state aid for these students would be received by the local board of education. Legal opinions should be requested from all parties involved (especially the Connecticut State Department of Education).

A related assumption is that the ADM grant will increase over the next six years. Although a drastic reform in state financial aid is not anticipated, a 5% annual increase has been projected. Table 2.16 indicates the anticipated growth of the ADM grant.

FACTOR 2.4 It is possible that the establishment of a Parents' Choice Project in East Hartford would cause some students presently in public school to transfer to an eligible private institution. These students (e.g. those who might attend a re-opened St. Mary's school) do not necessarily represent new or additional costs, since monies for their vouchers would only be transferred. Theoretically, they would take their vouchers, and their costs, to the private school. If the East Hartford Public Schools could not effectively reduce expenditures as these students leave, additional costs would be incurred. However, it is assumed that expenditures for materials, staff, and facilities could be reduced proportionately to the number of students transferring to private schools.

Table 2.17 projects the net cost of private school vouchers in 1975-76 and 1981-82, based on the assumptions and calculations previously described. Three of the five possible annual growth rates (7.5%, 20%, and 31%) for parochial school per pupil expenditure, have been included for comparison.

As was previously mentioned, the cost of private school vouchers must be considered the most critical cost of a Parents' Choice Project. Within that cost, the tuition (per pupil expenditure) level of the private schools is the most difficult variable to predict.

Table 2.18 represents a summary of all the Direct Costs of the Parents' Choice Project. A range of three values is used for the cost of private school vouchers. In addition, the total cost of the Parents' Choice Project is presented in terms of the mill levy that would be required to raise the additional funds. Note carefully, the assumption here is that the full cost would be paid via the local property tax. There could be other local taxes or further intergovernmental aid used to support this program.

The Net Grand List projection for 1981-82 is based on a 2% annual growth rate and the projected Mill Rate for 1981-82 represents a 2 mill increase per year. In brief, it is conceivable that a full Parents' Choice Project could cost East

TABLE 2.16

EAST HARTFORD PUBLIC SCHOOLS PARENTS' CHOICE PROJECT

FUTURE PER PUPIL EXPENDITURES

	Annual Growth of Private Schools' Per Pupil Expenditure (Tuition)					Annual Growth of EHPS Voucher for Grades 6-8	Annual Growth of State ADM Grant
Year	7.5%	15%	20%	25%	31%	7.5%	5%
1975 - 1976	$465	$465	$465	$465	$465	$1499	$250
1976 - 1977	500	535	558	581	605	1611	263
1977 - 1978	537	615	670	727	786	1732	276
1978 - 1979	578	707	804	908	1022	1862	289
1979 - 1980	620	813	964	1135	1328	2002	304
1980 - 1981	668	935	1157	1419	1727	2152	319
1981 - 1982	718	1075	1388	1773	2313	2313	335

TABLE 2.17

EAST HARTFORD PUBLIC SCHOOLS PARENTS' CHOICE PROJECT

COST OF PRIVATE SCHOOL VOUCHERS

	1975-1976	1981-1982
a) Private School's Per Pupil Expenditure	465.	$ 718. 1,388. 2,313.
b) State ADM Grant	250.	335.
c) Grades 6-8 Voucher Value	1,499.	2,313.
d) Number of Pupils in Private Schools	550.	550.
e) Total Cost (d) x (a)	255,750.	394,900. 763,400. 1,272,150.
f) Net Cost (d) x (a-b)	118,250.	210,650. 579,150. 1,087.900.

TABLE 2.18

EAST HARTFORD PUBLIC SCHOOLS PARENTS' CHOICE PROJECT

DIRECT COSTS OF PARENTS' CHOICE

	1975-1976	1981-1982
Administrative Expense	136,000.	$ 177,046.
Transportation Expense	50,000.	67,005.
Private School Vouchers (Net Cost)	118,250.	210,650. 579,150. 1,087,900.
Total Cost (TC)	304,250.	454,701. 823,201. 1,331,951.
Net Grand List (NGL)	494,098,803.	553,821,040.
Mill Levy Required to Meet Total Cost (TC ÷ NGL)	0.62	0.82 1.49 2.40
Mill Levy Without Parents' Choice	44.9	56.9
Percentage Increase in Mill Levy Due to Parents' Choice	1.38%	1.44% 2.62% 4.22%

Hartford taxpayers roughly 1 to 2 extra mills in 1981-82. This would represent approximately a 2% to 4% surcharge on the projected 1981-82 mill rate.

Readers are reminded that these estimates were based on assumptions that may prove to be incorrect. The proposed five-year demonstration period would provide actual experience with the many variables and allow more accurate projections to be made. Public Act 122 protects the local school district from increased costs during this period. The best and most accurate projections of the costs of a Parents' Choice Project can be made after such a demonstration period.

Summary

East Hartford can expect its town and educational expenditures to increase at approximately 5% per year over the next six years. Its educational expenditures per pupil are likely to increase at 7.5% per year.

The Net Grand List (NGL) will probably experience 1.5% annual growth rate for the next six years. Mill rates, dependent on teh NGL growth, will likely increase at 3.5% per year or 1.75 milles per year.

With the fiscal variables increasing at the growth rates above, the cost of the Parents' Choice Project to local residents in 1981-82 (if funded by local taxes only) would be approximately 2 mills.

It is critical that these projections not be used without a clear understanding of the assumptions upon which they are based. Readers are reminded that historical trend analysis was employed as the major projection method. This method, like all forecasting techniques, has a number of inherent weaknesses that have already been identified. The projections do, however, represent the best estimates based upon available data. As new data become available, or if assumptions are changed, it is essential that these projections be updated and revised.

Section VIII

Public Information/Opinion

PUBLIC INFORMATION/OPINION

Throughout the study of Parents' Choice, a concerted effort was made to inform citizens, parents, and public school staff regarding the progress and findings of the study. While a variety of approaches were used to convey information it is important to note that the goal was to provide a complete picture of the project, not to promote the project through a public relations campaign. The following is a discussion of the process used to convey information and the results of the public opinion surveys.

SPEAKERS BUREAU/SLIDE/SHOW/PAMPHLETS

The major component of the information package was an audio-visual presentation consisting of 90 slides accompanied by a taped commentary (Appendix K). This presentation was designed to convey all of the basic information concerning Parents' Choice within a twenty minute period. The presentation was made by members of the Parents' Choice Speakers Bureau. In addition to project staff the speakers bureau included representatives from the teaching staff, administration and Parent Advice Team. A total of 35 presentations were made to PTA/PTO, community groups, and small informal coffee groups (Appendix L). A typical presentation included an introduction to the five components followed by the audio-visual show and a question/answer period (Appendix M).

The audio-visual presentation was also used at a series of meetings with the school staffs. A total of 11 meetings were held in various schools throughout the town (Appendix N). These meetings had the same format as the public meetings, however, additional information concerned with the concept of autonomy and voucher calculations were made available to staff. At all meetings, both for staff and general public, copies of two pamphlets were handed out. These pamphlets were concerned with the Parents' Choice Project and the Parent Advice Team.

NEWS RELEASES/ARTICLES/T.V. & RADIO APPEARANCES

The media gave extensive coverage to the Parents' Choice Project. The Hartford Courant, Hartford Times and East Hartford Gazette ran a total of 150 articles from February 15, 1975 to January 26, 1976, when the project was voted down by the Board of Education. The articles were based on news releases, prepared by Project Staff, interviews by reporters and editorials (Appendix R).

Project staff were interviewed by news departments of radio stations and three major television stations. Stations (WFSB - 3, WTNH - 8, WHNB - 30). The project was also covered by television public affairs programming.

PUBLIC OPINION SURVEYS

The Parents' Choice Project Staff conducted a series of surveys (Appendix O) of East Hartford citizens, parents and public school staffs. In addition to these surveys, The East Hartford Education Association distributed a survey to teaching staff and this same survey was eventually used by the principals (Appendix P - Q).

The results of the East Hartford Education Association surveys varied considerably from those of the Parents' Choice Project. No effort has been made here to account for these discrepencies. However, it may be stated that some of the differences were covered by the fact that the surveys questions were not worded in the same manner.

The following report is an analysis of the data provided in the Parents' Choice Project surveys:

APPENDIX K

EAST HARTFORD PUBLIC SCHOOLS

PARENTS' CHOICE PROJECT

	VISUAL	AUDIO
1	TITLE	
2	CHILDREN RUN TO SCHOOL.	WHY SHOULD THE SCHOOL A YOUNGSTER ATTENDS BE DETERMINED ALMOST TOTALLY BY WHERE THAT YOUNGSTER LIVES?
3	CHILDREN AND CROSSING GUARD	THE MAJOR REASONS SEEM TO BE SO THE CHILD CAN BE CLOSE TO HOME, WALKING TO SCHOOL IF AT ALL POSSIBLE, AND DEEPENING FRIENDSHIPS WITH NEIGHBORHOOD CHILDREN.
4	CHILDREN & BUS.	OR, IF THE CHILD MUST TAKE A SCHOOL BUS, THE DISTANCE THE BUS HAS TO GO WILL BE SHORTER AND THEREFORE COSTS CAN BE KEPT LOWER.
5	CLASSROOM.	BUT ARE THOSE VALID EDUCATIONAL REASONS? SHOULD THE PROCESS OF GETTING THE CHILD TO THE CLASSROOM DOMINATE THE CHOICE OF SCHOOL?
6	SHOP CLASSROOM.	AND EVEN IF A NEIGHBORHOOD SCHOOL IS THE PREFERRED CHOICE OF MOST PARENTS, SHOULD THE AREA A CHILD LIVES IN BE THE DETERMINING FACTOR FOR ALL CHILDREN IN A COMMUNITY?

	VISUAL	AUDIO
7	EAST HARTFORD BOARD OF EDUCATION.	THESE QUESTIONS ARE AT THE HEART OF EAST HARTFORD'S CURRENT STUDY AND DISCUSSION OF PARENTS' CHOICE...IF PARENTS PARTICIPATE,
8	CLASSROOM, SUPER "VOUCHER= EDUCATIONAL SCHOLARSHIPS"	THE PROPOSAL COULD SUBSTANTIALLY INCREASE THE NUMBER OF CHILDREN ATTENDING SCHOOLS OUTSIDE THEIR NEIGHBORHOODS...BUT STILL WITHIN THE TOWN OF EAST HARTFORD. THE METHOD OF DOING THIS WOULD BE THE USE OF VOUCHERS OR EDUCATIONAL SCHOLARSHIPS.
9	PLAYGROUND, SUPER "OPEN ENROLLMENT"	FLEXIBLE SCHOOL ASSIGNMENTS ARE NOTHING NEW FOR EAST HARTFORD SCHOOL CHILDREN. FOR MORE THAN THREE YEARS THE BOARD OF EDUCATION'S OPEN ENROLLMENT POLICY HAS ALLOWED CHILDREN TO BE TRANSFERRED BY PARENTS TO SCHOOLS IN EAST HARTFORD OTHER THAN THEIR NEIGHBORHOOD SCHOOLS.
10	KIDS AT FIELD DAY	OPEN ENROLLMENT IS BASED ON THE BELIEF THAT CHILDREN HAVE DIFFERENT EDUCATIONAL NEEDS, JUST AS THEY DIFFER PHYSICALLY AND EMOTIONALLY.
11	RACING	SOME ARE FASTER THAN OTHERS...SOME LEARN MORE QUICKLY THAN OTHERS...SOME EXCEL IN BOTH SPORTS AND LEARNING.

	VISUAL	AUDIO
12	SACK RACE	BUT WIN OR LOSE, ALL CHILDREN NEED TO FEEL THAT AT LEAST THEY ARE IN THE RUNNING...THAT THEY CAN WIN ANOTHER DAY...OR IN ANOTHER RACE.
13	BOYS ON SIDEWALK	THE BOARD OF EDUCATION BELIEVES THAT PARENTS ARE THE BEST JUDGES OF THEIR CHILDREN'S NEEDS, AND THAT PARENTS CAN MAKE SOUND EDUCATIONAL CHOICES IF GIVEN THE CHANCE TO MAKE INFORMED DECISIONS.
14	PAT TEAM.	UNDER OPEN ENROLLMENT, PARENTS GET INFORMATION ABOUT DIFFERENT SCHOOLS AND DIFFERENT EDUCATION PROGRAMS...
15	CLASSROOM.	HELP IN UNDERSTANDING THAT INFORMATION, AND PROFESSIONAL ASSISTANCE IN MAKING DECISIONS ABOUT THEIR CHILDREN'S EDUCATIONAL FUTURES.
16	CLASSROOM.	SO FAR, ABOUT ONE HUNDRED CHILDREN A YEAR HAVE USED THE PRESENT OPEN ENROLLMENT PROGRAM TO TRANSFER TO NON-NEIGHBORHOOD SCHOOLS.
17	POTTERY	SOME PARENTS ASKED FOR A TRANSFER BECAUSE THEY FELT THEIR CHILD SHOULD BE LEARNING MORE.
18	BOOKS.	SOME WERE NOT HAPPY WITH THE PROGRAMS, STAFF OR ATMOSPHERE OF THEIR CHILD'S PRESENT SCHOOL...

	VISUAL	AUDIO
19	EAST HARTFORD TOWN SHOT.	WHILE SOME PARENTS JUST WANTED THEIR CHILD CLOSER TO A DAY-CARE CENTER OR BABY-SITTER BECAUSE THIS WAS MORE CONVENIENT FOR THE PARENTS' WORK SCHEDULE.
20	GIRLS LOOK IN WINDOW	THE PRESENT PROCEDURE FOR OPEN ENROLLMENT STARTS WITH A REQUEST FOR A TRANSFER TO ANOTHER SCHOOL.
21	KIDS ON CLIMBER	IF SPACE IS AVAILABLE AT THE SCHOOL THE PARENT WANTS TO TRANSFER THE CHILD TO, AND IF THE SUPERINTENDENT APPROVES THE TRANSFER REQUEST, THE CHANGE IS MADE.
22	KIDS OUT OF CAR	HOWEVER, PARENTS ARE RESPONSIBLE FOR GETTING THEIR CHILDREN TO THE NON-NEIGHBORHOOD SCHOOL.
23	CLASSROOM MODEL	EAST HARTFORD'S PRESENT OPEN ENROLLMENT IS BASED ON A POLICY RECOGNIZING THAT DIFFERENT EDUCATIONAL NEEDS OF CHILDREN CAN BE MET BEST WITH A VARIETY OF EDUCATIONAL PROGRAMS.
24	CLASSROOM.	THAT POLICY WAS IMPLEMENTED BY THE BOARD OF EDUCATION IN 1969 WHEN IT GAVE EACH OF THE TOWN'S TWENTY-TWO SCHOOLS A GRADUALLY INCREASING AMOUNT OF SELF-DIRECTION.

	VISUAL	AUDIO
25	KIDS DRAWING	SINCE THEN, EACH OF THE SCHOOLS HAS BEEN DEVELOPING ITS OWN WAYS OF TEACHING,
26	OPEN CLASSROOM.	ITS OWN KIND OF CLASSROOM ORGANIZATION, AND DIFFERENT WAYS TO USE MATERIALS AND EQUIPMENT.
27	TRADITIONAL CLASSROOM.	EACH SCHOOL HAS ITS OWN MIX OF PROGRAMS, SOME WITH TRADITIONAL, SELF-CONTAINED CLASSROOMS.
28	WIDE SHOT, OPEN CLASS.	OTHERS HAVE MORE INFORMAL, OPEN CLASSROOMS WITH A VARIETY OF ACTIVITIES AND GRADE LEVELS CLOSE TOGETHER.
29	CLASS READING	THERE ARE SCHOOLS WITH INDIVIDUALLY-GUIDED EDUCATION. THIS FINDS CHILDREN GROUPED... AND REGROUPED...PERIODICALLY ON THE BASIS OF SO-CALLED WORD-ATTACK AND STUDY SKILLS.
30	GROUP LEARNING	AND SCHOOLS WHERE CHILDREN ARE GROUPED BY HOW WELL THEY DO IN EACH INDIVIDUAL SUBJECT.
31	TWO BOYS AT VIEWER	WITH INCREASED SELF-DIRECTION, THE STAFF OF EACH OF THE TOWN'S TWENTY-TWO SCHOOLS HAS THE PRIMARY RESPONSIBILITY FOR DEVELOPING COURSE MATERIAL FOR GROUPING STUDENTS, FOR SELECTING MATERIAL AND EQUIPMENT, FOR SCHOOL-DAY SCHEDULES, THE USE OF STAFF AND ORGANIZING THE SCHOOL BUILDINGS.

	VISUAL	AUDIO
32	BOARD OF EDUCATION/ ADMINISTRATION	THE BOARD OF EDUCATION, THE CENTRAL ADMINISTRATION AND THE INDIVIDUAL SCHOOLS WORK TOGETHER ON THE HIRING AND TRANSFER OF PERSONNEL. THE BOARD AND THE CENTRAL ADMINISTRATION DETERMINE TOWN-WIDE EDUCATION SERVICES, MAJOR SCHOOL MAINTENANCE AND... OF COURSE...FINANCES.
33	SLIDE OF PAMPHLET COVER.	ALL OF THIS MEANS THAT IN EAST HARTFORD, THERE IS NOW SOME POINT IN ASKING THE QUESTION. "SHOULD YOUR CHILD GO TO A DIFFERENT SCHOOL?" THAT'S BECAUSE THERE NOW ARE NUMEROUS OPTIONS FOR PARENTS TO CHOOSE.
34	OUTSIDE, KIDS AT BUS	BUT GIVING SOME PARENTS THE RIGHT TO CHOOSE DOES NOT MEAN THAT OTHER PARENTS LOSE THE RIGHTS THEY NOW HAVE.
35	PLAYGROUND O'CONNELL	UNDER OPEN ENROLLMENT, THE BASIC ATTENDANCE RIGHTS OF ALL EAST HARTFORD SCHOOL CHILDREN ARE GUARANTEED AT THEIR NEIGHBORHOOD AND FEEDER SCHOOLS.

	VISUAL	AUDIO
36	BARNES EXTERIOR.	FOR INSTANCE A CHILD ASSIGNED TO THE BARNES SCHOOL AS HIS NEIGHBORHOOD SCHOOL.WILL CONTINUE TO
37	O'CONNELL EXTERIOR.	HAVE A SEAT RESERVED FOR HIM OR HER AT THE O'CONNELL MIDDLE SCHOOL AND
38	PENNEY EXTERIOR.	LATER AT PENNEY HIGH SCHOOL. NOTHING CAN BUMP A CHILD FROM THAT SEAT.
39	PAT MATERIAL	THE ACTUAL TRANSFER PROCEDURE BEGINS IN APRIL WHEN EACH PARENT GETS A BOOKLET DESCRIBING ALL THE TOWN'S SCHOOLS AND EDUCATION PROGRAMS. PARENTS ALSO GET INFORMATION ON HOW THEY CAN GET FURTHER HELP.
40	PAT WORKER AND PARENT	THE PARENT ADVICE TEAM MEMBERS ARE READY TO EXPLAIN HOW OPEN ENROLLMENT WORKS, AND TO HELP PARENTS UNDERSTAND PROGRAMS OFFERED AT OTHER SCHOOLS.
41	COUNSELING SERVICES	THE PARENT ADVICE WORKERS DO NOT COUNSEL PARENTS OR RECOMMEND SCHOOLS OR PROGRAMS FOR STUDENTS. THAT'S THE JOB OF TEACHERS AND ADMINISTRATORS.
42	TEACHER & CLASS	UNDER THE PRESENT OPEN ENROLLMENT POLICY PROFESSIONAL EDUCATORS AND THE CENTRAL ADMINISTRATION HAVE THE FINAL SAY ON A TRANSFER REQUEST.

	VISUAL	AUDIO
3	EAST HARTFORD EXTERIOR. SUPER "OPEN ENROLLMENT & PARENTS CHOICE???"	OPEN ENROLLMENT. THAT'S THE PROGRAM THAT EAST HARTFORD HAS HAD FOR SEVERAL YEARS NOW. PARENTS' CHOICE IS A POSSIBLE EXPANSION OF THAT PROGRAM. UNDER THE PARENTS' CHOICE PROGRAM, TRANSFER REQUESTS WOULD BE GRANTED SIMPLY ON A SEATS AVAILABLE BASIS.
44	OUTSIDE ACTION SHOT	THERE ARE SEVERAL OTHER IMPORTANT DIFFERENCES BETWEEN THE PRESENT OPEN ENROLLMENT PROGRAM AND THE ONE BEING STUDIED. ALTHOUGH PARENTS COULD CONTINUE TO ASK FOR. ADVICE FROM PROFESSIONAL EDUCATORS, THE FINAL DECISION ON WHETHER TO TRANSFER AND TO WHAT SCHOOL WOULD BE MADE BY THE PARENTS.
45	GRAPH--MONEY FLOW "PRESENT"	ANOTHER CHANGE WOULD INVOLVE FINANCES. NOW THE BOARD OF EDUCATION AND SCHOOL ADMINISTRATORS HAVE TOTAL CONTROL OVER THE TAX MONEY GIVEN THEM BY THE TOWN FOR THEIR BUDGET. FUNDS GO FROM THE CENTRAL ADMINISTRATION TO THE SCHOOLS, WITH THE PARENTS NOT DIRECTLY INVOLVED.
46	GRAPH -- MONEY FLOW P.C.	IF PARENTS' CHOICE IS IMPLEMENTED, THE FLOW OF FUNDS WOULD HAVE A NEW ELEMENT; THE PARENTS. THEY WOULD DETERMINE WHERE THE MONEY WENT. CERTIFICATES WORTH ABOUT WHAT IT COSTS TO EDUCATE A CHILD AT A PARTICULAR GRADE LEVEL FOR A YEAR WOULD BE GIVEN TO ALL PARENTS OR LEGAL GUARDIANS OF STUDENTS LIVING IN EAST HARTFORD.

	VISUAL	AUDIO
7	OUTSIDE SHOT WITH "VOUCHER" -- EDUCATIONAL SCHOLARSHIP	THE VALUE OF THE VOUCHER OR EDUCATIONAL SCHOLARSHIP WOULD VARY, DEPENDING ON WHETHER A CHILD WAS AT THE ELEMENTARY, MIDDLE, OR HIGH SCHOOL LEVEL. THE PARENTS WOULD TAKE THESE SCHOLARSHIP CERTIFICATES TO ELIGIBLE SCHOOLS OF THEIR CHOICE;
8	OUTSIDE SHOT	EITHER A CHILD'S PRESENT NEIGHBORHOOD SCHOOL, OR ANOTHER SCHOOL THE PARENT WANTS TO SEND THE CHILD TO. THE CONCEPT IS SIMILAR TO THE G.I. BILL
9	FLAG RAISING	WHICH GAVE VETERANS SCHOLARSHIP MONEY TO PURCHASE EDUCATION AT SECONDARY SCHOOLS AND COLLEGES OF THEIR CHOICE.
		BY APPLYING THE G. I. BILL CONCEPT TO PUBLIC SCHOOLS, EAST HARTFORD THINKS THAT SCHOOLS AND CHILDREN WILL BE BETTER MATCHED AND T[illegible]ARENTS WILL BECOME MORE INVOLVED WITH THEIR CHILDREN'S EDUCATION.
10	TEACHER & CLASS	EAST HARTFORD ALSO HOPES THAT SCHOOL PERSONNEL WILL BECOME EVEN MORE RESPONSIVE TO THE PARENTS WHO BRING THEM THEIR VOUCHERS OR EDUCATIONAL SCHOLARSHIPS SINCE THE SIZE OF A SCHOOL'S BUDGET WOULD BE DETERMINED BY THE NUMBER OF VOUCHERS IT GETS.

	VISUAL	AUDIO
1	GRAPHIC - PARENT TO SCHOOL MONEY FLOW	SO, ANOTHER IMPORTANT CHANGE FROM THE PRESENT SYSTEM...THROUGH THE USE OF VOUCHERS, THE POWER OVER FINANCES WOULD BE SHIFTED TO THE PARENTS AND THE SCHOOLS THEY CHOOSE...
52	OUTSIDE SHOT -- SUPER "85%-NO 15%-MAYBE	SURVEYS DONE FOR THE EAST HARTFORD SCHOOL SYSTEM INDICATE THAT MOST FAMILIES WON'T TRANSFER THEIR CHILDREN TO ANOTHER SCHOOL. BUT THE SURVEYS DO SHOW THAT ABOUT FIFTEEN PER CENT OF EAST HARTFORD'S PARENTS ARE INTERESTED IN TRANSFERRING THEIR CHILDREN TO A SCHOOL OTHER THAN THE ONE THE CHILDREN NOW ATTEND.
53	CLASS MAKES FLOWERS	SINCE SOME CHILDREN THRIVE IN ONE ENVIRONMENT AND WILT IN OTHERS, SCHOOL OFFICIALS THINK IT IS A GOOD IDEA TO GIVE ALL PARENTS A CHOICE EVEN THOUGH RELATIVELY FEW PARENTS ARE LIKELY TO USE THAT OPTION.
54	CLASSROOM - SUPER -"20% OVER - ALL VACANCY"	FORTUNATELY, THERE IS ENOUGH UNUSED SPACE IN ALMOST ALL EAST HARTFORD'S SCHOOLS TO PERMIT AN EXPANDED PARENTS' CHOICE PROGRAM. OVERALL ENROLLMENT HAS DROPPED 1,500 STUDENTS SINCE 1969. NOW, THERE IS 20 PER CENT OVERALL VACANCY RATE -- MORE THAN ENOUGH TO HANDLE THE TEN TO FIFTEEN PER CENT OF STUDENTS WE THINK MIGHT BE TRANSFERRED. PROJECTION OF ENROLLMENT SHOWS THAT BY 1979 THERE WILL BE EVEN MORE UNUSED SPACES IN OUR SCHOOLS.

	VISUAL	AUDIO
55	FILLED CLASSROOM	ALTHOUGH THERE IS AN OVERALL SURPLUS OF SPACE IN EAST HARTFORD'S SCHOOLS, THIS DOES NOT MEAN THAT EVERY SCHOOL WILL HAVE ENOUGH EMPTY SEATS TO ACCEPT ALL THE CHILDREN WHO MAY WANT TO TRANSFER INTO IT.
56	KIDS/ EARPHONES	THE PROPOSED PARENTS' CHOICE PROGRAM WOULD USE A FAIR AND RANDOM SELECTION PROCESS TO DECIDE WHICH CHILDREN WOULD GET THE AVAILABLE SEATS IN A SCHOOL IF THE SCHOOL HAD MORE TRANSFER REQUESTS THAN AVAILABLE SPACES.
57	ONE GIRL	THIS WILL PROVIDE EQUAL ACCESS TO ALL. THIS ALSO WILL INSURE THAT THE VOUCHER SYSTEM WILL NOT RESULT IN INCREASED RACIAL AND ECONOMIC SEGREGATION IN EAST HARTFORD SCHOOLS.
58	THREE GIRLS	ADDING TO THAT INSURANCE IS ANOTHER RULE -- NO ELIGIBLE SCHOOL, WHETHER PUBLIC, PRIVATE, OR PAROCHIAL -- MAY CHOOSE STUDENTS OR TEACHERS IN VIOLATION OF ANY CONSTITUTIONAL GUARANTEE.
59	ALUM ROCK SHOT	THE ALUM ROCK, CALIFORNIA SCHOOL SYSTEM HAS USED THESE RULES IN ITS VOUCHER PROGRAM FOR THE PAST THREE YEARS. ALUM ROCK OFFICIALS SAY THAT AS A RESULT THERE HAS NOT BEEN ANY INCREASE IN THE SEPARATION OF RICH OR POOR... OR OF MINORITY OR WHITE STUDENTS.

	VISUAL	AUDIO
60	E. HARTFORD OUTSIDE-	BUT WHY IS THE EDUCATIONAL SCHOLARSHIP OR VOUCHER PLAN BEING CONSIDERED IN EAST HARTFORD? MAINLY, BECAUSE THE TOWN'S SCHOOL SYSTEM HAS
61	BIKE RIDER	BEEN MOVING IN THAT DIRECTION FOR SOME TIME DUE TO INCREASED SELF-DIRECTION BY INDIVIDUAL SCHOOLS, AND DUE TO THE PRESENT OPEN ENROLLMENT PROGRAM.
62	CONNECTICUT LEGISLATURE	ANOTHER REASON IS THE PASSAGE BY THE CONNECTICUT GENERAL ASSEMBLY IN 1972 OF A LAW THAT ALLOWS LOCAL BOARDS OF EDUCATION TO DEVELOP AND TEST EDUCATION SCHOLARSHIPS OR VOUCHERS.
63	CONNECTICUT LEGISLATURE	THE LEGISLATURE'S ACTION PERMITS SUCH DEVELOPING AND TESTING IN THE HOPE THAT IT WILL IMPROVE THE QUALITY OF EDUCATION.
64	OUTSIDE/ E. HTFD H.S. WITH HEADLINE OVERLAYED	AFTER THE LAW WAS PASSED, THE EAST HARTFORD SCHOOL SYSTEM RECEIVED A SIXTY-NINE THOUSAND DOLLAR FEDERAL GRANT TO STUDY WHETHER THE PARENTS' CHOICE SYSTEM IS FEASIBLE IN THE TOWN. THE STUDY CONCLUDED IT IS FEASIBLE. HOWEVER, THERE ARE MANY QUESTIONS STILL NEEDING ANSWERS.

	VISUAL	AUDIO
5	KIDS AND GLOBE	SO EARLY THIS YEAR, EAST HARTFORD ASKED FOR ANOTHER FEDERAL GRANT. THE NATIONAL INSTITUTE OF EDUCATION OF THE FEDERAL DEPARTMENT OF HEALTH, EDUCATION AND WELFARE GAVE THE EAST HARTFORD SCHOOLS MORE MONEY TO CONTINUE STUDYING HOW THE PROPOSED SYSTEM WOULD ACTUALLY WORK.
66	SCHOOL SHOT WITH "$387.371 SUPERED	MORE THAN THREE-HUNDRED-EIGHTY-SEVEN THOUSAND DOLLARS IN FEDERAL MONEY IS LETTING EAST HARTFORD SCHOOL PERSONNEL REFINE THE COMPONENTS OF PARENTS' CHOICE. PART OF THE MONEY WILL HELP EACH OF THE TOWN'S TWENTY-TWO SCHOOLS DEVELOP AND REFINE EDUCATIONAL PROGRAMS TO BETTER SERVE THE NEEDS OF CHILDREN.
67	PARENT AND PAT WORKER	THE FUNDS ALSO WILL IMPROVE COMMUNICATIONS WITHIN THE SCHOOL SYSTEM AND BETWEEN SCHOOL PERSONNEL AND PARENTS. AN IMPORTANT PART OF THAT IS MAKING SURE THAT PARENTS, WHEN THEY MAKE A CHOICE OF SCHOOLS, HAVE ENOUGH INFORMATION AND FULLY UNDERSTAND THAT INFORMATION.
68	OUTSIDE/ APARTMENT	THERE ALSO HAVE BEEN AND WILL BE CONTINUAL SURVEYS OF EAST HARTFORD RESIDENTS AND SCHOOL STAFF ON WHAT THEY FEEL EDUCATION SHOULD BE AND HOW THEY FEEL ABOUT THE PROPOSED PARENTS' CHOICE PROGRAM.

	VISUAL	AUDIO
69	CLASS COUNTED	A NEW PUPIL INCOME ACCOUNTING SYSTEM IS BEING DEVELOPED...IT WILL BE NEEDED IF PARENTS' CHOICE IS IMPLEMENTED. THE FINANCIAL IMPACT IF PARENTS' CHOICE BECOMES REALITY IS UNDER STUDY... AS ARE THE TRANSPORTATION NEEDS AND THE POSSIBLE INCLUSION OF PAROCHIAL OR PRIVATE SCHOOLS IN THE PLAN.
70	BOARD OF EDUCATION	ALL THIS INFORMATION WILL GO TO THE BOARD OF EDUCATION AND TO THE PUBLIC PROBABLY IN DECEMBER. THE BOARD IS EXPECTED TO VOTE IN DECEMBER OR JANUARY ON WHETHER OR NOT TO PUT THE PARENTS' CHOICE PLAN, OR ANY PART OF IT, INTO EFFECT IN THE FALL OF 1976.
71	E. HARTFORD/	IF THE BOARD VOTES IN FAVOR, IT'S EXPECTED THAT FEDERAL MONEY WILL BE AVAILABLE FOR FIVE YEARS TO COVER THE ADDED COSTS OF THE PARENTS' CHOICE PLAN. EAST HARTFORD OFFICIALS ARE HOPING TO AVOID ANY NEW, LOCAL COSTS THAT CANNOT BE ABSORBED OR ASSUMED AFTER THE FEDERAL MONEY ENDS...

	VISUAL	AUDIO
72	SCHOOL BUSSES	A MAJOR CONCERN IS TRANSPORTATION OF STUDENTS WHOSE PARENTS CHOOSE TO SEND THEM TO SCHOOLS OUTSIDE THEIR NEIGHBORHOODS... THE PLAN NOW IS FOR TAX FUNDS TO PAY FOR SUCH TRANSPORTATION...
73	OTHER BUS -- SUPER $213,000???	COMPUTER PROJECTIONS BASED ON THE PRESENT SCHOOL BUS SYSTEM SHOW...FOR INSTANCE...AN ADDED COST OF 213- THOUSAND DOLLARS OR MORE IF SEVEN PER CENT OF ALL STUDENTS PARTICIPATE IN THE PARENTS' CHOICE SYSTEM...
74	MORE BUS	NOW STUDIES ARE UNDERWAY TO FIND A MORE EFFICIENT SCHOOL BUS SYSTEM FOR EAST HARTFORD, AND THEREBY CONTROL COSTS IF PARENTS' CHOICE IS IMPLEMENTED...
75	ST. ROSE	ANOTHER AREA OF CLOSE STUDY IS WHETHER THE TOWN'S TWO PAROCHIAL ELEMENTARY SCHOOLS SHOULD BE INCLUDED IN THE PARENTS' CHOICE PLAN.
76	PAROCHIAL CLASSROOM	EVEN IF THE PAROCHIAL SCHOOLS WANT TO PARTICIPATE AND THE SCHOOL BOARD WANTS THEM TO, COURT TESTS HAVE BEEN PROMISED TO BLOCK SUCH INCLUSION. SEVERAL GROUPS OPPOSED TO USING PUBLIC FUNDS TO HELP RELIGIOUSLY-ORIENTED SCHOOLS SAY THEY'RE READY TO FILE LAW SUITS AS SOON AS THE PAROCHIAL SCHOOLS ARE INCLUDED.

	VISUAL	AUDIO
77	PAROCHIAL ASSEMBLY	THE COSTS OF FIGHTING THOSE SUITS WOULD BE PAID FOR BY THE FEDERAL GOVERNMENT. THE UNITED STATES DEPARTMENT OF JUSTICE WOULD ARGUE THE CASE ON THE SIDE OF THE PROBABLE DEFENDENTS, THE TOWN OF EAST HARTFORD AND ITS SCHOOL SYSTEM, THE STATE OF CONNECTICUT, AND THE FEDERAL GOVERNMENT.
78	PAROCHIAL CLASS	IF THERE IS A COURT TEST, THE FINAL DECISION ABOUT PAROCHIAL SCHOOL PARTICIPATION IS LIKELY TO BE MADE BY THE UNITED STATES SUPREME COURT. IN THE PAST, THE SUPREME COURT HAS RULED THAT IT IS UNCONSTITUTIONAL TO GIVE PUBLIC FUNDS DIRECTLY TO RELIGIOUSLY-ORIENTED SCHOOLS.
79	PAROCHIAL BOYS OUTSIDE	BUT IT HAS HELD CONSTITUTIONAL THE USE OF PUBLIC FUNDS TO PROVIDE TEXTBOOKS, TRANSPORTATION, AND HEALTH SERVICES TO PAROCHIAL STUDENTS. JUST HOW THE COURT WILL VIEW EDUCATIONAL SCHOLARSHIPS OR VOUCHERS IS A QUESTION THAT HAS NOT YET BEEN DECIDED.
80	E. HARTFORD STREET	OTHER THAN THE TWO PAROCHIAL SCHOOLS, EAST HARTFORD PRESENTLY HAS NO PRIVATE SCHOOLS WITHIN ITS TOWN BOUNDARIES. THIS MEANS THERE IS NO ELIGIBLE PRIVATE SCHOOL TO JOIN IN THE PARENTS' CHOICE PROGRAM.

	VISUAL	AUDIO
81	PLAYGROUND	BUT PARENTS' CHOICE, IF IMPLEMENTED, WOULD PROVIDE FUNDS TO INTERESTED INDIVIDUALS OR GROUPS TO STUDY THE FEASIBILITY OF SETTING UP ALTERNATIVE SCHOOLS. THERE ALSO WOULD BE GRANTS TO LEASE AND RENOVATE A FACILITY, AND GET THE BASIC EDUCATIONAL TOOLS TO START UP. SUCH PRIVATE SCHOOLS WOULD THEN BECOME SOME OF THE OPTIONS IN THE PARENTS' CHOICE PROGRAM.
82	FLAG AND CLASSROOM	ANOTHER POSSIBLE OPTION, THE STAFF AT ONE ELEMENTARY SCHOOL IN EAST HARTFORD IS IN THE PROCESS OF DEVELOPING A CONSERVATIVE, DISCIPLINE-ORIENTED PROGRAM. IT WOULD FEATURE QUIET, CONTROLLED CLASSES, THE TEACHING OF TRADITIONAL VALUES, PATRIOTISM, AND RESPECT FOR ADULTS.
83	COATS HANGING	OTHER OPTIONS, OTHER STYLES AND PHILOSOPHIES OF EDUCATION ARE LIKELY TO BE PROPOSED AS THE EAST HARTFORD BOARD OF EDUCATION APPROACHES A DECISION ON PARENTS' CHOICE.
84	BOARD OF EDUCATION	WHAT IF THE BOARD LOOKS AT THE STUDY OF PARENTS' CHOICE AND REJECTS IT? WHAT WILL THE TOWN HAVE GAINED?

	VISUAL	AUDIO
85	SCHOOL LIBRARY	THE FEDERAL MONEY WILL HAVE IMPROVED SCHOOL PROGRAMS AND STAFF THROUGH MINI-GRANTS AND IN-SERVICE TRAINING.
86	BUS/ KIDS	IT WILL HAVE GIVEN THE TOWN A MORE EFFICIENT SCHOOL TRANSPORTATION SYSTEM.
87	SCHOOL SHOT "FATHERS' DAY"	THE STUDY AND DEBATE OVER PARENTS' CHOICE WILL HAVE BROUGHT GREATER PARENTAL AND COMMUNITY INVOLVEMENT IN THE SCHOOLS.
88	TWO KIDS/ EARPHONES	AND THE VARIOUS OUTREACH EFFORTS WILL MEAN THAT PARENTS AND THE GENERAL PUBLIC ARE BETTER INFORMED ABOUT EAST HARTFORD'S SCHOOLS.
89	OPEN CLASS	THE STUDY ALSO COULD LEAD THE BOARD OF EDUCATION TO ACCEPT AND IMPLEMENT ONLY PARTS OF THE PARENTS' CHOICE PLAN, OR IT COULD ACCEPT AND IMPLEMENT ALL OF THE PARENTS' CHOICE PROGRAM.
90	STUDENTS/ MODELS	IN EITHER CASE, EAST HARTFORD WILL THEN HAVE WORKING MODELS AND PROCEDURES THAT ARE READY TO GO AS A RESULT OF THE STUDY.

	VISUAL	AUDIO
91	GIRLS ON SIDEWALK	PARENTS' CHOICE...IF IT DOES COME TO EAST HARTFORD...COULD CHANGE THE ROLE THAT PARENTS PLAY IN THEIR CHILDRENS' EDUCATION.
92	BOARD OF EDUCATION	WHETHER IT DOES COME TO EAST HARTFORD IS A DECISION THAT WILL BE MADE BY THE TOWN'S RESIDENTS
93	BOARD OF EDUCATION	THROUGH THEIR ELECTED BOARD OF EDUCATION. THAT'S WHY WE FEEL IT IS IMPORTANT THAT AS MANY PEOPLE AS POSSIBLE LEARN ABOUT... PARENTS' CHOICE...
94	CREDITS	

APPENDIX L

APPENDIX L

EAST HARTFORD PUBLIC SCHOOLS
PARENTS' CHOICE PROJECT

SPEAKERS BUREAU APPOINTMENTS*

DATE	DAY	LOCATION	TIME
October 2, 1975	Thursday	University of Hartford	2:30 P.M.
October 8, 1975	Wednesday	Mayberry School P.T.A.	7:30 P.M.
October 14, 1975	Tuesday	Sunset School P.T.A.	7:30 P.M.
October 16, 1975	Thursday	Council of Congregations	8:00 A.M.
October 21, 1975	Tuesday	Mothers from Woodland School	1:00 P.M.
October 21, 1975	Tuesday	Barnes School P.T.A.	7:30 P.M.
October 22, 1975	Wednesday	Education Council	9:30 A.M.
October 28, 1975	Tuesday	O'Connell School P.T.A.	
October 28, 1975	Tuesday	Second North P.T.A.	
November 3, 1975	Monday	Informative Coffee at Parent Advice Team Office**	7:30 P.M.
November 5, 1975	Wednesday	Informative Coffee**	10:00 A.M.
November 6, 1975	Thursday	Informative Coffee**	7:30 P.M.
November 7, 1975	Friday	Informative Coffee**	7:30 P.M.
November 10, 1975	Monday	Informative Coffee **	7:30 P.M.
November 12, 1975	Wednesday	Langford School P.T.A.	
November 13, 1975	Thursday	Informative Coffee**	7:30 P.M.
November 14, 1975	Friday	Informative Coffee**	7:30 P.M.
November 17, 1975	Monday	Informative Coffee**	7:30 P.M.
November 18, 1975	Tuesday	Tabatha Triangle- United Methodist Church	9:00 A.M.
November 18, 1975	Tuesday	E.H.H.S. - P.T.A.	
November 18, 1975	Wednesday	Hockanum P.T.A.	

SPEAKERS BUREAU APPOINTMENTS* (continued)

November 19, 1975	Wednesday	Goodwin School P.T.A.	
November 19, 1975	Wednesday	Informative Coffee**	7:30 P.M.
November 20, 1975	Thursday	Informative Coffee**	7:30 P.M
November 21, 1975	Friday	Informative Coffee**	7:30 P.M.
November 24, 1974	Monday	Informative Coffee**	7:30 P.M.
November 25, 1975	Tuesday	Informative Coffee**	7:30 P.M.
December 1, 1975	Monday	Informative Coffee**	7:30 P.M.
December 2, 1975	Tuesday	Informative Coffee**	7:30 P.M.
December 3, 1975	Wednesday	Silver Lane P.T.A.	7:00 P.M.
December 3, 1975	Wednesday	Informative Coffee**	7:30 P.M.
December 4, 1975	Thursday	Informative Coffee**	7:30 P.M.
December 5, 1975	Friday	C.A.B.E.	10:30 A.M.
December 5, 1975	Friday	Informative Coffee**	7:30 P.M.
January 14, 1976	Wednesday	McCartin School P.T.A.	

* Please note that this list is the most up-to-date, Parents' Choice Office at 289-7411 Extensions 338 or 386 should be contacted for confirmation of both dates and times before meetings.

** The Parent Advice Team workers are holding casual coffee informational sessions at their office for interested parents and friends. Please see attached letter which is being sent to P.T.A. and P.T.O. Executive Boards and other interested people.

AJE/WBT/ejd
10/22/75

APPENDIX M

APPENDIX M

EAST HARTFORD PUBLIC SCHOOLS
PARENTS' CHOICE PROJECT

TYPICAL SPEAKERS BUREAU PRESENTATION

GOOD EVENING LADIES AND GENTLEMEN

We are here tonight to give you a brief presentation on a program that the school district is presently studying called PARENTS' CHOICE.

PARENTS' CHOICE is not really ONE program; it is really a mixture of FIVE (5) COMPONENTS which I want to briefly describe to you -- before we get into the slide presentation.

By the way, you should know that when we finish the slide presentation and get into questions and answers that each of us will be answering as an individual -- we may be parents -- we may be staff -- we will be answering with a built in bias and you will have to take that into account -- some of us like the program more than others but we are here to give you straight information, not to give you a sell job.

The PARENTS' CHOICE PROJECT is, as I said, divided into FIVE (5) different COMPONENTS. The FIRST (1) COMPONENT is OPEN ENROLLMENT -- something that has been on the books in East Hartford for a number of years -- parents are allowed to choose to send their child to schools outside of their neighborhood, if they fill out transfer request forms and if the superintendent approves the transfer. So part ONE of Parents' Choice is OPEN ENROLLMENT, what you have now in East Hartford allowing you to transfer your child to non-neighborhood schools.

PART TWO (2) is SCHOOL INFORMATION FOR PARENTS. There are two pieces to this school information component. The FIRST piece is that all of you should have received a booklet entitled "OUR SCHOOLS" that describes in detail the Public and Private schools in East Hartford.

THE SECOND part of parent information we call the PARENT ADVICE TEAM. These are parents who will be talking with other parents, explaining to them the program and answering questions about our schools and the different schools within East Hartford. These people will not be giving advice on where you should send your child to school BUT they may be helping you, for example, if you say,"I'm interested in an open classroom school", they may tell you where that kind of school can be found.

SO -- THE FIRST COMPONENT WAS OPEN ENROLLMENT AND THE SECOND COMPONANT WAS PARENT INFORMATION which is divided into the "Our Schools" booklet and The Parent Advice Team.

THE THIRD COMPONENT of Parents' Choice is a combination of greater school DECISION-MAKING and a BUDGETING SYSTEM to compliment greater school decision-making. We have the feeling that education would be better if each school -- its parents -- its children -- and its staff -- came to conclusions about what they wanted their school to be. In conjunction with that we are thinking of adopting a new budgeting system under which each child would be given a voucher that represents the cost of his education and a school's budget would depend on the number of children enrolled. Presently the school's budget does not really have a one-to-one relationship with the number of children enrolled.

The FOURTH component of Parents' Choice is free TRANSPORTATION for parents who elect to send their children to schools other than their neighborhood schoold -- by free we mean only that prents would not be paying for the transportation out of their pocket.

The FIFTH component of this program is the participation of PRIVATE AND PAROCHIAL SCHOOLS in East Hartford. In essence, parents would be able to send their child to a private or parochial school in East Hartford and the voucher would cover the cost of tuition.

These FIVE components add up to Parents' Choice in East Hartford -- When the school board makes a decision on whether or not to go with Parents' Choice, it will not be looking at a single issue but at these FIVE COMPONENTS -- it may decide that some are good -- and some are bad -- or all good -- or all are bad -- or some COMBINATION OF THOSE IDEAS.

NOW we will get into the SLIDE PRESENTATION and after the slide presentation we will have questions and answers.

DR/ejd
10/20/75

APPENDIX N

APPENDIX N

EAST HARTFORD PUBLIC SCHOOLS
PARENTS' CHOICE PROJECT

November 6, 1975

TO: All Staff

FROM: Andrew J. Esposito, Coordinator
Walter B. Thompson, Assistant Coordinator

RE: Staff Informational Meeting

On the dates specified below, the Parents' Choice staff will be meeting with school staffs to discuss how Parents' Choice may affect the professional staff.

Since we are limited in time, we have scheduled nine meetings at various schools throughout the town. Of course these meetings are for your information and attendance is voluntary.

If you are unable to attend the meeting scheduled for your school, fell free to attend any of the other meetings.

If you cannot attend any of the meetings and you would like additional information about Parents' Choice, please call the Parents' Choice office, extensions 338 or 386.

School Staff	Meeting Place	Date	Time
O'Connell Goodwin Stevens	O'Connell's Cafeteria	Wednesday, Nov. 12	2:50
Silver Lane South Grammar	Silver Lane's Media Center	Thursday, Nov. 13	2:55
O'Brien	O'Brien, Rm. 14	Monday, Nov.17	2:30
Woodland Mayberry Langford	Woodland's Cafeteria	Tuesday, Nov. 18	3:15
E.H. Hartford School	E.H.H.S. Cafeteria	Wednesday, Nov. 19	2:45
Penney High School	P.H.S. Amphitheater	Thursday, Nov. 20	2:15
Center Burnside Burnside	Center's Teacher Lounge	Monday, Nov. 24	3:05

School Staff	Meeting Place	Date	Time
Norris Second North	Norris, Rm. 10	Monday, Nov. 24	3:05
Hockanum McCartin Willowbrook	Hockanum's Cafeteria	Monday, Dec. 1	3:05
Sunset Ridge Barnes Slye	Sunset's Cafeteria	Wednesday, Dec. 3	3:05
Pitkin	Pitkin, Media Center	Thursday, Dec. 4	2:30

AJE/WBT/msh
10/6/75

APPENDIX O

EAST HARTFORD PUBLIC SCHOOLS

Parents' Choice Program

PARENT INTERVIEW
N = 416

Interviewee:

Father 20
Mother 76
Both 3

School Code _____

Answer questions 1 - 12 according to the following code.

1 = strongly agree; 2 = agree; 3 = disagree; 4 = strongly disagree

Place your answer in the space provided next to each question.

14 60 21 5
_____ 1. The overall quality of the E. Hartford Public Schools is excellent.

26 62 11 1
_____ 2. My child is doing about as well in his present school as I can expect he would do in any other in E. Hartford.

25 49 18 8
_____ 3. A community should have a variety of types of schools, so that each child can attend one with a program best suited to his needs.

21 36 26 16
_____ 4. If I choose to send my child to a public school that I feel is better for him than the one in our neighborhood, transportation should be provided.

15 45 31 9
_____ 5. I feel that most schools in E. Hartford are pretty much the same, and that it wouldn't really be worth the effort to send my child to another school.

20 45 24 11
_____ 6. Parent choice among different kinds of schools is an excellent idea.

28 30 34 8
_____ 7. It is a waste to pay for transporting a child to one school, when he can walk to another one.

4 8 54 34
_____ 8. I would move my child to almost any other school if I had the chance.

17 40 34 8
_____ 9. The only circumstance under which I would transfer my child to another school is if he were doing very poorly in his present school.

19 46 26 9
_____ 10. I feel that parents should have the right to choose their child's school just as they have the right to choose their own lawyer or doctor.

1 = strongly agree; 2 = agree; 3 = disagree; 4 = strongly disagree

20 41 34 5

______ 11. My preference would be to have my child taught by traditional rather than innovative methods.

16 35 32 17

______ 12. Even if a child is close enough to walk to one school, if his parents choose to send him to another better suited to his needs, transportation should be provided.

13. Does your child currently take a bus to school?

Yes 28 No 72

14. Have you seen the booklet "Our Schools" ?

Yes 59 No 40

If yes, did you find it (check one)

75 1. interesting as general information
13 2. of little value
13 3. valuable as a source of information in determining which school I would like my child to attend.

15. My child is scheduled to go to a particular school next September. If I were able to choose to send him to any other school, I would (check one)

60 1. definitely keep my child in that same school

24 2. probably keep my child in that same school

12 3. give some consideration to changing my child's school

2 4. probably not keep my child in that same school

2 5. definitely not keep my child in that same school

16. The proposed Parents' Choice Program would allow parents to select the school best suited for their child. I therefore favor this idea for E. Hartford.

Yes 57 No 43

17. If a parent chooses to send his child to a private school in E. Hartford, money equal to the cost of educating that child in the public schools should be sent by the city to the private school.

Yes 43 No 57

The Parents' Choice Program currently under study consists of five possible parts. We would like your opinion on each part separately. Below are brief descriptions of the five parts, with a space in which you can express your agreement or disagreement with each.

Give your opinion of each according to the following code. Place your answer in the space provided next to each part.

1 = strongly agree; 2 = agree; 3 = disagree; 4 = strongly disagree.

22 48 21 9

_____ A. Open Enrollment -- a policy by which parents can choose to enroll their child in any public school in East Hartford that has an open seat at the child's grade level.

16 36 28 20

_____ B. Free Transportation -- a policy that would provide transportation to school if a child's parents choose to send him to a school other than his neighborhood or assigned school.

23 64 9 4

_____ C. Information to Parents -- a policy that would provide information to parents on each public school in the town through a booklet called "Our Schools" which is distributed to all families, and through Parent Advice Teams, available to consult with any family.

22 34 26 19

_____ D. Private and Parochial Schools -- a policy under which tuition would be paid in an amount not to exceed the cost of education in the public schools for any E. Hartford child attending a private or parochial school within East Hartford.

19 54 17 11

_____ E. Autonomy of Schools -- a policy that would allow the administrators, teachers, and parents of each school to set priorities and determine the programs and expenditures for that school, within the amount of money allotted to that school based on the number of pupils enrolled.

Additional comments and observations ______________________________

____

____

____

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To assist us in analyzing the hundreds of responses that we are collecting, would you please answer the following questions. (Remember, all answers will be anonymous)

Which of the following best describes the occupation of the head of the household. If retired or deceased, what was the usual occupation of the household head? (Check one)

33 1. Skilled worker or Foreman: such as baker, carpenter, mechanic, seamstress, foreman or forelady, etc. Salesman: such as real estate or insurance salesmen or saleswomen, factory representative, buyer, etc.

20 2. Manager, Proprietor or Owner: such as sales manager, office manager, store manager, supervisor, department head, owner of small business or restaurant, contractor, etc. Technical: such as draftsman, surveyor, medical or dental technician, laboratory technician, etc.

10 3. Workman or Laborer: such as factory or mineworker, fisherman, filling station attendant, longshoreman, cleaning woman, etc. Farm or Ranch Manager or Owner.

24 4. Semi-skilled Worker, Clerical Worker, Service Worker or Protective Worker: such as factory or business machine operator, bus, taxi, truck driver, bank teller, bookkeeper, secretary, sales clerk, barber, hair dresser, waitress, waiter, policeman, fireman, etc.

13 5. Official: such as manufacturer, officer in a large company, banker, government official, etc. Professional: such as accountant, artist, physician, teacher, nurse, professor, librarian, social worker, scientist, etc.

How far in school did the head of the household go? (Check one)

28 1. Some high school or less
37 2. High school graduate
21 3. Some college
10 4. Graduate of a four-year college
4 5. Master's degree, lawyer, doctor or PH.D.

Did the head of the household attend a private school (including parochial) for any of grades K – 12 ?

Yes 37 No 63

What is the age of the head of the household ? (check one)

8 20 – 30 44 41 – 50 1 61 – 70
37 31 – 40 10 51 – 60

EAST HARTFORD PUBLIC SCHOOLS
Parents' Choice Program

STAFF QUESTIONNAIRE

N=573

Please do not put your name on this Questionnaire
It is intended to be completely anonymous.

Please provide the following background information to assist in the analysis of the data. It will allow analyses such as a comparison of answers by teachers at the elementary, middle and high school levels, and by number of years teaching. These analyses will be most helpful in the interpretation of the data.

1. Position (check one)

68 Teacher (including guidance, music, etc)
5 Principal, vice principal, head teacher
2 Supervisor or director
18 Custodian, secretary, aide,
8 Other

2. School (check one). To preserve anonymity, principals, vice principals, head teachers, secretaries and custodians may omit this item.

16 Barnes
10 Burnside
21 Center
24 Goodwin
19 Hockanum
9 Langford

18 Mayberry
13 McCartin
9 Norris
34 O'Brien
10 O'Connell
15 Pitkin

8 Second North
22 Silver Lane
9 Slye
8 South Grammar
10 Stevens
13 Sunset

6 Willowbrook
12 Woodland
59 E.H.H S.
48 Penney H. S

3. Grade Level (check one): 49 K - 5 23 6 - 8 28 9 - 12

4. Age 29 20 - 30 28 31 - 40 27 41 - 50 16 50 +

5. Sex 31 Male 69 Female

6. Number of children 33 0 37 1 -2 30 3 +

7. Highest Degree Earned 17 High School 25 Bachelors 41 Masters
17 Masters +30 or over

8. Number of years employed in E. Hartford 4 1 15 2 - 4 46 5 - 10 34 11+

9. Resident of East Hartford 47 Yes 53 No

Answer questions 10–23 according to the following code.

1 = strongly agree; 2 = agree; 3 = disagree; 4 = strongly disagree.

16 39 28 16

_____ 10. A community should have a variety of types of schools, so that each child can attend one with a program best suited to his needs.

7 37 35 21

_____ 11. I feel that an important feature of the Parent's Choice program is the consumer role that it gives to the parents and children in allowing a choice of schools.

25 39 28 8

_____ 12. I feel that most schools in East Hartford are pretty much the same, and that it wouldn't really be worth the effort to send a child to a school other than the one he would normally attend.

8 32 29 30

_____ 13. Parent choice among different kinds of schools is an excellent idea.

26 34 31 9

_____ 14. All schools in a community should be pretty much the same.

42 28 23 6

_____ 15. It is a waste to pay for transporting a child to one school, when he can walk to another one.

11 32 37 20

_____ 16. Some parents would move their child to almost any other school if they had the chance.

16 53 25 6

_____ 17. Most parents would consider changing their child's school only if they felt their child was not doing well in his present school.

15 29 42 15

_____ 18. My preference is to teach using traditional rather than innovative methods.

41 37 19 4

_____ 19. Diversity of programs to meet individual needs can be achieved within each school. Therefore, there should be no need to go to different schools for different programs.

8 27 30 35

_____ 20. Even if a child is close enough to walk to one school, if his parents choose to send him to another better suited to his needs, transportation should be provided.

12 52 24 12

_____ 21. I feel that I have been kept well informed by the school department on the Parents' Choice Program.

23 45 28 5

_____ 22. Educational decisions that are left up to the parents in the proposed expanded open enrollment program are better made by educators.

17 24 46 13

_____ 23. Regardless of the name, this is a voucher program, and therefore, is no good.

Below are listed a number of possible effects of the proposed Parents' Choice Program. Please consider each one separately, and then give your opinion on the likelihood of that effect actually being realized in E. Hartford if the Parents' Choice Program is implemented.

Answer according to the following code:

1. almost surely
2. probably
3. 50/50 chance
4. probably not
5. almost surely not

The proposed Parents' Choice Program will:

~~3~~ 3 7 16 50 24

_____ 24. increase the opportunity for teachers to select the building in which they will teach.

11 30 31 22 7

_____ 25. increase the opportunity for staff to participate in the formulation of programs within their building.

34 37 19 7 2

_____ 26. increase the opportunity for parents to select their child's school.

38 27 18 12 5

_____ 27. encourage Madison Avenue type promotion of individual schools.

13 32 30 20 5

_____ 28. give greater responsibility and freedom to principals and staff in organizing schools to meet assessed needs of clientele.

5 18 22 29 25

_____ 29. foster a healthy competition among schools.

2 11 32 40 14

_____ 30. increase student achievement.

5 15 35 34 11

_____ 31. increase student satisfaction.

7 25 34 23 11

_____ 32. increase parent satisfaction.

10 30 30 24 7

_____ 33. result in more substantive differences among schools.

_____ 34. If a parent chooses to send his child to a private school in E. Hartford, money equal to the cost of educating that child in the public schools should be sent by the city to the private school.

The Parents' Choice Program currently under study consists of five possible parts. We would like your opinion on each part separately. Below are brief descriptions of the five parts, with a space in which you can express your agreement or disagreement with each.

Give your opinion of each according to the following code. Place your answer in the space provided next to each part.

1 = strongly agree; 2 = agree; 3 = disagree; 4 = strongly disagree.

22 41 18 19

_____ A. Open Enrollment -- a policy by which parents can choose to enroll their child in any public school in East Hartford that has an open seat at the child's grade level.

10 22 25 43

_____ B. Free Transportation — a policy that would provide transportation to school if a child's parents choose to send him to a school other than his neighborhood or assigned school.

19 49 17 15

_____ C. Information to Parents -- a policy that would provide information to parents on each public school in the town through a booklet called "Our Schools" which is distributed to all families, and through Parent Advice Teams, available to consult with any family.

13 20 20 47

_____ D. Private and Parochial Schools -- a policy under which tuition would be paid in an amount not to exceed the cost of education in the public schools for any E. Hartford child attending a private or parochial school within East Hartford.

20 40 18 22

_____ E. Autonomy of Schools -- a policy that would allow the administrators, teachers, and parents of each school to set priorities and determine the programs and expenditures for that school, within the amount of money allotted to that school based on the number of pupils enrolled.

Additional comments and observations ______________________________

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EAST HARTFORD PUBLIC SCHOOLS

Parents' Choice Project

PUBLIC OPINION QUESTIONNAIRE

N = 3467

In order to give the Board of Education an accurate picture of public opinion, this questionnaire is being sent to every household in East Hartford.

Please complete and return it in the enclosed envelope before December 5th, 1975.

Thank you for your assistance.

Dr. Eugene Diggs
Superintendent of Schools.

Please answer the questions below according to the following code:

1 = strongly agree; 2 = agree; 3 = disagree; 4 = strongly disagree.

24 30 27 19

________ 1. The overall quality of the East Hartford Public Schools is excellent.

24 30 27 19

________ 2. A community should have a variety of types of schools, so that each child can attend one with a program best suited to his needs.

24 42 24 10

________ 3. I feel that most schools in East Hartford are pretty much the same, and that it wouldn't really be worth the effort to send a child to a school other than the one he would normally attend.

27 28 22 22

________ 4. I feel that parents should have the right to choose their child's school just as they have the right to choose their own lawyer or doctor.

17 16 25 42

________ 5. If I choose to send my child to a public school that I feel is better for him than the one in our neighborhood, transportation should be provided.

________ 6. Do you have children currently enrolled in (check one or more)

East Hartford Public Schools 59 Both 7

Private or Parochial Schools 6 None 29

The Parents' Choice Project currently under study consists of five possible parts. We would like your opinion on each part separately. Below are brief descriptions of the five parts, with a space in which you can express your agreement or disagreement with each.

Give your opinion of each according to the following code. Place your answer in the space provided next to each part.

1 = strongly agree; 2 = agree; 3 = disagree; 4 = strongly disagree

23 34 19 25

________ A. Open Enrollment -- a policy by which parents can choose to enroll their child in any public school in East Hartford that has an open seat at that childs grade level.

15 16 25 44

________ B. Transportation -- a policy that would provide transportation to school if a child's parents choose to send him to a school other than his neighborhood or assigned school.

29 43 14 15

________ C. Information to Parents -- a policy that would provide information to parents on each public school in the town through a booklet called "Our Schools" which is distributed to all families, and through Parent Advice Teams, available to consult with any family.

22 24 18 36

________ D. Private and Parochial Schools -- a policy that would pay tuition in an amount not to exceed the cost of education in the public schools for any East Hartford child attending a private or parochial school within East Hartford

18 40 18 24

________ E. Autonomy of Schools -- a policy that would allow Administrator, Teacher and Parent of each school to set priorities and determine the programs and expenditures for that school, within the amount of money allotted to that school based on the number of pupils enrolled.

Additional comments and observations ________________________________

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APPENDIX P

EAST HARTFORD EDUCATION ASSOCIATION

TO: All /Certified Staff

FROM: Roch J. Girard, Chairman, IPD Commission

RE: Parents' Choice Program - Ballot Results

On behalf of the entire IPD Commission, I would like to thank all who responded to the ballot concerning the Parents' Choice Program. Below is the final tally representing the responses of 468 staff members.

Based upon this tally, the Association leadership will soon issue an official stand on the Parents' Choice Program. Once again, thank you for your support.

	FOR	AGAINST
1. **OPEN ENROLLMENT**: a policy by which parents can choose to enroll their child in any of the public schools in East Hartford that has an open seat at the child's grade level. This procedure is now being practiced in town under the condition that the parents concerned provide the necessary transportation. Under the new OPEN ENROLLMENT PROGRAM, this transportation will be subsidized by the federal government. In cases where the number of applicants for a particular school exceeds the number of seats available, a lottery system will be employed.	135	333
2. **INFORMATION TO PARENTS**: a policy that would provide information to parents on each school in town through a booklet called "Our Schools" which is distributed to all families, and through the Parent Advice Team, available to consult with any family.	277	196
3. **AUTONOMY (Decision-making/Per-Pupil Budgeting)**: a policy that would allow the administrators, teachers, and parents of each school to set priorities and determine the programs and expenditures for that school. All of this will be accomplished within the amounts of money allotted to that school based upon the numbers of pupils enrolled. East Hartford has been moving toward such decentralization of power for the past few years. The per-pupil budgeting is a system whereby a school's budget would be determined by the number of students enrolled since each child would carry an educational scholarship equivalent to the cost of his education for one year.	203	266
4. **TRANSPORTATION**: a policy that would provide transportation to school if a child's parents choose to send him to a school other than his neighborhood or assigned school.	76	389

5. A) PRIVATE SCHOOLS (any non-public secular school)
B) PARCHIAL SCHOOLS (any religious associated school): a policy under which tuition would be paid in an amount not to exceed the cost of education in the public schools within East Hartford. This means that parochial and/or private schools would be granted educational scholarships equivalent **ONLY** to the cost of their tuition of public school scholarship.

	FOR	AGAINST
A. PRIVATE SCHOOLS	95	3[illegible]
B. PAROCHIAL SCHOOLS	97	3[illegible]

APPENDIX Q

PRINCIPAL'S GROUP
BALLOT
PARENTS' CHOICE PROGRAM

	FOR	AGAINST
1. OPEN ENROLLMENT: a policy by which parents can choose to enroll their child in any of the public schools in East Hartford that has an open seat at the child's grade level. This procedure is now being practiced in town under the condition that the parents concerned provide the necessary transportation. Under the new OPEN ENROLLMENT PROGRAM, this transporation will be subsidized by the federal government. In cases where the number of applicants for a particular school exceeds the number of seats available, a lottery system will be employed.	0	18
. INFORMATION TO PARENTS: a policy that would provide information to parents on each school in town through a booklet called "Our Schools" which is distributed to all families, and through the Parent Advice Team, available to consult with any family.	18	1
. AUTONOMY (Decision-making/Per-Pupil Budgeting): a policy that would allow the administrators, teachers, and parents of each school to set priorities and determine the programs and expenditures for that school. All of this will be accomplished within the amounts of money allotted to that school based upon the numbers of pupils enrolled. East Hartford has been moving toward such decentralization of power for the past few years. The per-pupil budgeting is a system whereby a school's budget would be determined by the number of students enrolled since each child would carry an educational scholarship equivalent to the cost of his education for one year.	0	18
TRANSPORTATION: a policy that would provide transportation to school if a child's parents choose to send him to a school other than his neighborhood or assigned school.	0	18

. A) PRIVATE SCHOOLS (any non-public secular school)

B) PARDCHIAL SCHOOLS (any religious associated school): a policy under which tuition would be paid in an amount not to exceed the cost of education in the public schools within East Hartford. This means that parochial and/or private schools would be granted educational scholarships equivalent ONLY to the cost of their tuition of public school scholarship.

		FOR	AGAINST
A. PRIVATE SCHOOLS	A.	0	18
B. PAROCHIAL SCHOOLS	B.	~~2~~	~~16~~

APPENDIX R

[1]PARENTS' CHOICE PROJECT SURVEY ANALYSIS

The opinions of parents, school department personnel, and citizens at large comprised an important segment of the array of information that was weighed in considering the adoption of the proposed Parents' hoice Program. To gather such information in a valid and objective manner, three separate surveys were conducted:

1. A stratified random sample of 500 families with children enrolled in public, private or parochial schools in East Hartford was selected. This sample was drawn from the rosters of each school, in proportion to the total number of children enrolled in each grade. Four hundred and sixteen personal interviews (83% of sample) were conducted in the homes of the selected families. Given the selection procedures, the sample size, and the high percent of the interviews actually conducted, the sample can be considered representative of the parent population of East Hartford.
2. A detailed questionnaire, generally comparable in content to the parent interviews was distributed to all school department staff members. Five hundred seventy three (54% of the total) were returned. This percentage is only moderate and the opinions expressed by the group may not accurately represent those of the entire staff.

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[1] Robert J. Cahill, Ph.D., Opinion Survey Analysis, Behavioral Science Associates, Hanover, Massachusetts, January, 1976.

3. A brief questionnaire was mailed to 18,677 households in East Hartford. Three thousand four hundred sixty seven were returned. Seventy-one percent of the respondents have children enrolled in either public, private or parochial schools in East Hartford. The return rate of only 18% is unacceptably low. Therefore, these data should be considered only in combination with the data available through the personal interviews.

The instruments in all three surveys were of a multiple choice format to allow for low cost efficient tabulation. Each concluded with an open-ended section, asking for additional comments and observations.

The data gathered with each of these three procedures were processed and analyzed separately. This report will present the results topically, with the information from the parent interviews and questionnaires presented jointly, followed by the staff survey data. Open-ended responses have been analyzed and integrated into each presentation. Where possible and appropriate, comparisons are drawn with opinions registered in similar surveys conducted in March of 1974.

Respondents in all three groups surveyed were asked to express their opinions separately on each of five possible components of the Parents' Choice Program, and were also asked a series of general questions related to Parents' Choice. The results summarized in Table I are discussed topically as follows:

Open Enrollment
Free Transportation
Information to Parents
Private and Parochial Schools
Autonomy of Schools

OPEN ENROLLMENT - a policy by which parents can choose to enroll their child in any public school in East Hartford that has an open seat of the child's grade level.

Parents expressed strong endorsement of this policy, with over 66% of those interviewed registering agreement with the policy. Of those families who responded to the questionnaire, but did not have children in school in East Hartford, 49% still endorsed the concept. This is particularly high considering the lack of immediate application upon those families.

A number of additional opinions related to the concept of Open Enrollment were also of interest. Seventy-five percent of the parents felt that a community should have a variety of types of schools, so that each child can attend one with a program best suited to his needs, and two-thirds felt that they, as parents, should have the right to choose their child's school, just as they have the right to choose their own lawyer or doctor. However, 60% said that at present most schools in East Hartford are pretty much the same, and it wouldn't be worth the effort to send their child to another school. But, there is a growing understanding of the possible benefits of diversity across schools and attendance at out-of-district schools. This is evidenced by a decline in the number of parents who previously indicated that the only circumstances under which it would transfer their child to another school, is if he were doing poorly. This would indicate that the public information efforts made considerable progress in the education of parents. While parental support for the concept was predictably high even in the spring of 1974, a clearer grasp of the merits of the program did emerge in 1975.

OPINION SURVEY

Table I

Open Enrollment -- a policy by which parents can choose to enroll their child in any public school in East Hartford that has an open seat at that child's grade level.

	Strongly Agree	Agree	Disagree	Strongly Disagree
Parent Interview	22%	48%	21%	9%
Staff Questionnaire	22%	41%	18%	19%
Parent/Citizen Questionnaire	23%	33%	19%	25%

Table II

Transportation-- a policy that would provide transportation to school if a child's parents choose to send him to a school other than his neighborhood or assigned school.

	Strongly agree	Agree	Disagree	Strongly Disagree
Parent Interview	16%	36%	28%	20%
Staff Questionnaire	10%	22%	25%	43%
Parent/Citizen Questionnaire	15%	16%	25%	44%

School department personnel endorsement for Open Enrollment is nearly as high at 63%. However, the remainder of the data from the staff questionnaire is at times inconsistent on this issue. A majority (55%) agree with parents that a community should have a variety of types of schools, so that each child can attend one best suited to his needs; but 78% say that diversity of programs to meet individual needs can be achieved within each school, and there should therefore be no need to go to different schools for different programs. A majority (59%) seemingly reject the concept by expressing disagreement with the statement that parents' choice among different schools is an excellent idea, and also by agreeing (68%) that educational decisions that are left up to parents in the proposed program are better made by educators.

The general picture is one of strong parental support for the concept of open enrollment, with mixed but generally supportive opinions from the school department staff members.

FREE TRANSPORTATION - a policy that would provide transportation to school if a child's parents choose to send him to a school other than his neighborhood or assigned school.

Parents were evenly split on this issue. Fifty-two percent agreed with the idea, while forty-eight percent dissented. Related questions produced about the same results. The most interesting point is that families below the median in socio-economic level as determined by both occupation and education, consistently expressed greater support for free transportation than those in the upper occupational and educational brackets.

Only 33% of the school department personnel expressed favorable views on the transportation question. More detailed examination showed that the level of endorsement at the high school and junior high school levels was between 36% and 45%, while at the elementary level it was only 28%.

Younger personnel, 20-40 years of age also expressed more favorable views (38% in favor) than older members (28%). And among staff who preferred traditional to innovative teaching methods, only 21% supported transportation, but among those preferring innovative methods, support rose to 58%. A similar inverse relationship was evident for level of education, and number of years employed in East Hartford.

On the transportation issue there was a division of opinion within both parents and school department personnel. While the general opinion of parents was equally split, those in lower educational and occupational levels were highly supportive of free transportation. This may reflect their inability to pay for their own transportation and/or a feeling that the better schools are in the better neighborhoods and free transportation is the only way to gain access to them.

INFORMATION TO PARENTS: a policy that would provide information to parents on each public school in the town through a booklet called "Our Schools" which is distributed to all families, and through Parent Advice Teams, available to consult with any family.

On this component, there was almost universal support. 87% of the parents interviewed, and over two-thirds of the school department staff expressed support for the availability of this type of information and service.

OPINION SYRVEY

Table III

Information to Parents -- a policy that would provide information to parents on each public school in the town through a booklet called "Our Schools" which is distributed to all families, and through Parent Advice Teams, available to consult with any family.

	Strongly Agree	Agree	Disagree	Strongly Disagree
Parent Interview	23%	64%	9%	4%
Staff Questionnaire	18%	50%	17%	15%
Parent/Citizen Questionnaire	29%	43%	13%	15%

Table IV

Private and Parochial Schools -- a policy that would pay tuition in an amount not to exceed the cost of education in the public schools for any East Hartford child attending a private or parochial school within East Hartford.

	Strongly Agree	Agree	Disagree	Strongly Disagree
Parent Interview	22%	34%	26%	18%
Staff Questionnaire	13%	20%	20%	47%
Parent/Citizen Questionnaire	22%	24%	18%	36%

PRIVATE AND PAROCHIAL SCHOOLS - a policy under which tuition would be paid in an amount not to exceed the cost of education in the public schools for any East Hartford child attending private or parochial school within East Hartford.

There was a dramatic and predictable difference of opinion between parents and school department staff on the issue of publicly financed tuition to private and parochial schools within East Hartford. Fifty-six percent of the parents interviewed supported that policy as did forty-six percent of the parents and citizens surveyed by mail. This represents a substantial increase in parental support from the last survey. Parents with children in parochial schools, of course, endorsed it by a larger margin (64%). But suprisingly, of those respondents without any children in school, 47% supported such tuition payments.

School department personnel registered quite different opinions. One-third of the staff endorsed this policy, while two-thirds rejected it. Entering into this is the issue of job security, and the long standing opposition by professional educational organizations to voucher type payments.

AUTONOMY OF SCHOOLS -- a policy that would allow the administrator, teacher, and parents of each schools to set priorities and determine programs and expenditures for that school, within the amount of money allotted to that school based on the number of pupils enrolled.

Parents and staff expressed strong support for the autonomous operation of schools, based on per pupil budgeting. The most interesting point on this issue is that while 60% of the staff favored it, 40% rejected what is seemingly a very desirable policy from a professional point of view.

In a breakdown by positions, 78% of the administrators and 64% of the teachers supported the autonomy of schools policy, while 69% of the custodians and secretaries opposed it. The most noticeable differences of opinion were along school lines. Endorsement ranged from 100% in one school, to only 33% in the lowest. However, in nearly two-thirds of the schools, at least 70% of the staff support the adoption of this policy. In only five schools is support expressed by less than 50% of the staff.

SUMMARY

Of the five components on which staff and parents were polled, there was substantial support from both groups for the enactment of three -- Open Enrollment, Information to Parents, and Autonomy of Schools. On the other two, Transportation and Private and Parochial Schools, a majority of the parents supported enactment while two-thirds of the school department staff were opposed.

In summary, a majority of parents supported all five components, and the school department staff supported three of the five, but remain opposed to the provision of free transportation and the payment of tuition to private and parochial schools.

OPINION SURVEY

Table V

Autonomy of Schools -- a policy that would allow Administrator, Teacher and Parent of each school to set priorities and determine the programs and expenditures for that school, within the amount of money allotted to that school based on the number of pupils.

	Strongly Agree	Agree	Disagree	Strongly Disagree
Parent Interview	19%	54%	17%	10%
Staff Questionnaire	20%	40%	18%	22%
Parent/Citizen Questionnaire	18%	40%	18%	24%

NEWS RELEASE

FROM: EAST HARTFORD PUBLIC SCHOOLS
110 Long Hill Drive
East Hartford, Connecticut 06108

EXCLUSIVE - East Hartford Gazette only

CONTACT: Mr. Andrew J. Esposito
Coordinator
Parents' Choice Project
(203) 289-7411

Mini grants totaling $50,535.00 from federal money have been awarded to the staffs of twenty East Hartford schools and three departments of the school system as part of the continuing study of the Parents' Choice or educational voucher project. The mini grants will help staff with projects ranging from a student code of conduct at the O'Connell School to a pilot program seeking to prevent learning problems at Silver Lane School.

Project Coordinator, Andrew J. Esposito, said the aim of the mini grants is to help schools continue a policy begun by the Board of Education in 1969 calling for a variety of programs to be developed in East Hartford schools. This variety, Esposito added, gives parents something to choose from if they participate in the presnet Open Enrollment School Transfer program, or if they participate in the proposed Parents' Choice Program the Board of Education is due to vote on in December or January.

Principal Gerald Welch says the staff of the O'Connell Middle School used its mini grant of $1,107.20 to meet for a week to discuss student attitudes and basic rules of discipline. Out of this, said Welch, is being developed a handbook for students on what attitude and behavior is expected of them classrooms and elsewhere in school. To help promote compliance with the rules, Welch added, incentives have been developed based on awards and extra-curricular activities.

A mini grant of $2,284.80 will permit the staffs of the school system resource specialists and the Silver Lane staff to meet during the last week of August to assist in the development of an integrated Language Arts and Math program. During this time, classroom teachers and resource personnel in the areas of speech and language, reading, learning disabilities, special education, music, art, physical education, social workers, and nurses will be involved in intensive in-service training conducted by the supervisors in the system.

Frances Klein, Supervisor of Reading, said that this training will develop a team approach in assessing where a youngster is in Language Arts and Math during the first month of the school year. Then, Mrs. Klein said, the team will set goals for a student and jointly the classroom teacher and the resource teachers support each other in helping the child reach those goals.

Mrs. Klein believes that, not only could this head off educational problems, but it will avoid fragmenting the child among educators and losing sight of the whole child.

Among other grants awarded by the Parents' Choice Project are $918.00 to help the Alternate High School program further develop its unique program, and $688.60 to permit the South Grammar and Willowbrook Elementary School staffs develop a booklet describing their programs as those of traditional schools.

Coordinator Esposito also announced $57,688.00 as the estimated value of research and systems analysis work being done for the school system as part of the Parents' Choice study. This involves, among other things, projections of enrollments, budgets, the town's property grand list and tax rate.

Another $45,000.00 has been allocated for staff training and in-service workshops, Esposito said, including such areas as improving communications within schools and between school staffs and parents. In addition, $11,000.00 is being spent to schedule busses for the coming school year, and $7,175.00 was spent on the "Our Schools" booklet detailing programs offered at each of East Hartford's twenty two public and two parochial schools.

Esposito also released figures on the in-kind contribution by the East Hartford School System to the Parents' Choice study. Up to June 27, this included 44.8 days spent on the study by school personnel, including 9.7 days by Superintendent, Dr. Eugene Diggs. Esposito added the School system also has contributed $3,000.00 worth of office and storage space from February through June 30, and the use of a variety of equipment.

7/15/75
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NEWS RELEASE

FROM: EAST HARTFORD PUBLIC SCHOOLS
110 Long Hill Drive
East Hartford, Connecticut 06108

FOR IMMEDIATE RELEASE

CONTACT: Mr. Andrew J. Esposito
Coordinator
Parents' Choice Project
(203) 289-7411

The number of East Hartford parents choosing to use the town's Open Enrollment transfer program has increased by one third (1/3).

Figures from the Pupil Accounting Office show that as of September 1st, one hundred forty-six (146) requests had been received to enroll students in classrooms other than their neighborhood schools. Last year at this time, one hundred ten (110) transfer requests had been received, while in the '73-'74 school year, there were forty five (45) transfer requests at this time.

"Getting people information does have an impact," said Walter Thompson, Coordinator of the Parent Advice Team. He said the rise in transfer requests probably was due to "increased publicity, greater awareness by parents that they have a choice, and town-wide distribution by the parent Advice Team of an information packet on East Hartford schools, their programs and the transfer process."

The Parent Advice Team is part of a study that could lead to the expansion of Open Enrollment through the use of educational vouchers. It also would provide transportation for students participating in what would be called the Parents' Choice Program. The study is financed by a $387,371 grant from the National Institute of Education, with the Board of Education to decide in December or January whether or not to implement Parents' Choice.

Thompson also noted that the parents of nineteen (19) kindergarten children requested transfers to the Silver Lane school, but only six (6) spaces were available. The available spaces were allocated by putting the names of all nineteen (19) children in a computer, which was then programmed to randomly select the names of six (6) who would have their transfer requests granted.

Thompson said that besides the thirteen (13) transfer requests that could not be filled at the Silver Land school kindergarten, seventeen (17) other transfer requests had to be rejected because they were made for schools without available space.

Thompson said that the apparent popularity of the Silver Land School is due to the proximity of two privately-run day care centers. This allows working parents to leave their children off before school starts, the children then go to school from the centers, return to the centers after school, and the parents pick them up after work.

About half of the transfer requests this year involved students in the kindergarten to grade three (3) level. The remainder were spread out through the other grades.

Thompson also noted that there was not any trend into or out of any one school, except for the twenty eight (28) transfer requests involving the Silver Lane School. "Some schools were not involved at all," Thompson said. Otherwise, there seemed to be a relative balance of students transferring in or out of the schools that were involved.

The Open Enrollment procedure this year does not ask parents to give a reason for seeking a transfer for their children. "We don't want people to feel their reasons had any bearing on the approval of their transfer request, "Thompson said. However, the Parent Advice Team will contact all parents who made a request, asking for the reasons transfers were sought since this information is needed as part of the educational voucher study.

The Parent Advice Team also will remind those parents who had their transfer requests turned down that the next deadline for seeking a transfer is October 17. Thompson said the space situation might change by the time transfers can be made again, which is at the conclusion of the marking period ending in November.

Parents who have not yet made a transfer request also can still do so before October 17th for a switch that would be made in November. "That gives people the month of September to assess the school situation of their children," Thompson noted. During the rest of the school year, transfer requests must be made at least a month before the end of a marking period in which the parent wants the transfer to be made.

9/3/75
ew

The Hartford Times
AN INDEPENDENT NEWSPAPER
DAILY AND SUNDAY
Hartford, Connecticut 06101
Page 14 Tuesday, January 20, 1976

LIONEL S. JACKSON, Publisher
CHARLES A. BETTS, Editor and General Manager
WILLIAM P. PIKE, Managing Editor

E. H. should try voucher system for five years

The East Hartford Board of Education would be remiss if it failed to implement the educational voucher system for both public and private schools on a trial basis, particularly since the major share of additional expenses will be funded by sources outside East Hartford.

The voucher system is the logical extension of the town's present open enrollment procedure, but it is far more significant—and beneficial—since it shifts greater control over the schools to the parents. Under open enrollment, professional educators and the central administration have the final say on a transfer request; under the voucher system, the parents would make the ultimate decision.

THE CONNECTICUT GENERAL Assembly cleared the way in 1972 for local boards of education to develop and test educational vouchers in the hope that improvements in educational quality would result. The East Hartford school system, after the law was implemented, received a $69,000 federal grant to study the feasibility of the system, and the study concluded the system would, in fact, be feasible.

At the present time, more than $387,000 in federal funds have been invested, or are being invested, in refining the components of the parents' choice voucher system.

The federal government also has indicated that if the system is implemented, additional funds will be available for a period of five years to cover increased costs associated with the project.

It is understandable that the board should be hesitant in committing itself to the court suits that will result from implementation of the program. The court action will be long involved and aggravating—but that often is the price of progress. To vote against the voucher system principally because of the legal battle certain to result, would be to vote against progress simply because the path may be difficult.

Similiarly, to vote against the program because funding after the five-year test period is uncertain, a concern believed held by some board members, would be unreasonable and unwarranted because long before the five-year period expires, the experiment may have proven itself a failure—or less productive than originally expected.

THE VOUCHER PLAN deserves unanimous board approval on a five-year experimental basis.

East Hartford has nothing to lose and a great deal to be gained.

The East Hartford Board of Education should give the proposal its unanimous endorsement before the end of this month so that technical planning for implementation can begin without further delay.

The voucher plan gives parents the final say over what school their children should attend, and that is more than sufficient justification for its implementation on a trial basis.

Outside funding sources have taken particular interest in the East Hartford proposal since it would allow parents to exchange their vouchers at private schools, the town's two parochial elementary schools, primarily though school officials now are exploring the possibility of involving private, nonsectarian schools outside of East Hartford, such as Kingswood-Oxford in West Hartford.

Opposition, as expected, has developed to using public funds to assist religiously-oriented schools, and some groups have indicated they are prepared to file law suits as soon as parochial schools are included in the program.

That is not the serious problem it might appear. The cost of fighting the law suits, which could be expected to reach the United States Supreme Court, would be paid by the federal government with the United States Department of Justice arguing the case on behalf of East Hartford.

Consider implementation of the voucher plan strictly from the financial viewpoint: East Hartford stands to gain as much as $6.5 million over a five-year test period of the voucher system from the federal government. That is money the school system would not have received if the program is not tried. Education simply cannot help but be improved from the expenditure of that money.

Consider implementation from the standpoint of the parents: For the first time, they would have substantial control over the direction of education, 'voting' for or against programs utilized in individual schools by exercising their choice of where to enroll their child, and, thus, how much each school will receive in income.

THERE IS NO QUESTION that implementation of the voucher system, including private and parochial schools, will be controversial, but if there is any chance that educational quality can be improved, then the East Hartford Board of Education must risk the ensuing controversy.

Est. 1884 [illegible] 4 ' East Hartford, Conn. THURSDAY, Jan. 22, 1976

AROUND EAST HARTFORD

Some Voucher Questions...

As an old fisherman friend of mine used to say: "The time has come to either fish or cut bait."

That's where the very controversial Voucher System proposal is now.

• • •

The voucher issue is in the news---is it ever!

There was last night's public hearing. And next Monday, the Board of Education is scheduled to vote---yes or no---on the voucher plan.

So, at the risk of being boring a few persons in the audience, the time has come to cite some points and ask some questions----questions I hope the Board of Education members will consider, along with the many they must have themselves.

Most members of the top School Administration probably should be ruled out, because they apparently are four square for the voucher plan. And maybe one or two Board of Ed members should be put in the same bracket, because they usually seem to vote whatever the Administration wants.

So these words, I guess, are addressed to the open-minded Board of Ed. members (and there seems to be more than ever, with this new Board) and to the parents and taxpayers in town. If you're a parent, this voucher system will affect your child. If you're a taxpayer, this voucher system, in time, could affect your pocketbook. And the time to get interested, and tell the Board how you feel, is now, before the matter is decided, not after it is in operation.

• • •

First, let me tell you a little tidbit I heard earlier this week---and it will probably be denied up and down by the voucher proponents.

The unconfirmed rumor is this: Even if the voucher plan is approved, there probably will be no money coming from Washington in September to pay for it.

But, I asked, isn't there an agreement, a pledge, a "contract" saying the money will come if East Hartford votes yes? Yes, the source said, but that so-called "contract" reportedly contains qualifiers, such as "if possible" and so forth. In other words, there appears to be some financial escape valves in the "agreement".

End of unconfirmed tidbit.

Now for some observations and questions....

• • •

There was a headline in the Hartford Courant the other day that said: "Voucher System May Go Statewide".

I had heard this possibility whispered about three or four months ago. But I had never seen it in print. And the Courant story, written by Bill Grava, was well done.

So, I ask:

A statewide voucher system with East Hartford as the beginning, or central, point? Is that what East Hartford parents want?

Next:

Does that "statewide" possibility mean a two-way street? In other words, can any students in the state come to East Hartford schools? If so, is this what East Hartford wants?

What would such an influx, if it occurs, do to our local school system?

More questions:

If such a statewide voucher system is to be tried in Connecticut, why doesn't some major city, such as Hartford or New Haven, serve as the focal point?

• • •

Let me interrupt myself here to explain something. Some of my critics on the Board of Ed. and in the School Administration will now be popping up with remarks like: "There he goes again, raising foolish questions just to confuse the issue. He's trying to sell papers. He is always against everything." So forth and so on.

Well, somebody has to ask the "other side" questions, especially if some officials present mainly only their own side.

As for selling papers, the Gazette has been doing that for 92 years. As for always being against everything, it almost looks as if somebody has to be, especially if some officials often seem to be leaving out information or apparently trying to slant cases.

So much for the usual knockity-knocks.

On with the discussion...

• • •

As you probably noticed in today's Gazette, the town's school principals have voted, 18-0, AGAINST the proposed school voucher plan.

I ask you:

How can any major change work if the school principals are against it?

• • •

As you probaly noticed in recent days, the town's school teachers have voted AGAINST the proposed school voucher plan.

Again I ask you:

How can any major change work if many of the teachers are against it?

• • •

These are major considerations and they should be answered.

Critics of the school principals and teachers may scoff that these persons have "nice little deals" and don't want their "kingdoms" shaken. Maybe so. Maybe not.

I prefer to think the school principals and the school teachers have as much interest in the school system as any school officials. And I also prefer to think they are expressing an honest view and a deep concern.

How can something work if the persons in the "front lines" are against it?

Or even if it does work, will it work well enough to be worth the gamble being taken?

• • •

Moving on...

School officials announced that "parents" were for the voucher plan. This is probably true. But it could be misleading.

The "favorable" report was based on a poll of 500 parents. This town probably has about 20,000 mothers and fathers. How can a quizzing of 500 parents speak for 20,000 parents?

Next point: A survey was mailed to 18,677 East Hartford families. Only 3,467 replies were received. That's about 18%. Isn't that awfully low? How about the 82% of East Hartford mothers and fathers who didn't even reply? Isn't that a major snubbing of the entire program?

Or put another way: How can the replies of 500 parents interviewed be used to say "parents are for" when, after a direct mailing, more than 15,000 East Hartford parents didn't even choose to reply?

Didn't the more than 15,000 parents who didn't reply say, in effect, "we're not interested---we don't want the voucher system"?

That's certainly an important fact to consider.

• • •

In summary, some vital elements are cropping up as decision time approaches....A possible statewide program.... A possible lack of funds....Teachers voting no....School principals voting no....and so on.

The Board of Education, as always, has an important decision to make Monday evening.

Maybe, if hundreds of you parents show up, the Board of Education will know you care.

• • •

- Rolly Charest

THE HARTFORD COURANT: Friday, January 23, 1976 15

Opinion: Ours

School Vouchers Merit a Try

The time draws near when East Hartford will vote whether to adopt the promising voucher program, known as Parents' Choice, allowing a child to attend whichever of the town's 22 schools the family selects. If the decision is to go ahead, East Hartford will be the first community in the nation to try the idea involving the entire school system. As such, the pilot project is of great interest to educators around the country.

A consortium of schools in New Hampshire first tested the plan and later a section of San Jose, California conducted a trial run. The latter found that placing too many restrictions on methods is a detriment. Eventually, the California program was widened to include more than the original six schools.

A number of concerns makes both citizens and educators hesitant about adopting the federally-funded experiment. Mainly, these include costs of transportation once federal funds end after five years, polarization of ethnic groups in certain schools, harmful competition between schools and violation of the separation of church and state. Looking toward other pilot programs, none of these worries has been realized in fact

In fact, in East Hartford recently, an updated figure shows the cost of transportation to be one quarter of the 1974 estimate, when the idea first was broached. As program coordinator Andrew J. Esposito said, providing free transportation to students needing a ride to school is "economically feasible," contrary to previous views that it would be out of reach. At present 100 youngsters attend schools outside their neighborhoods on a voluntary basis but their parents provide or pay for transportation.

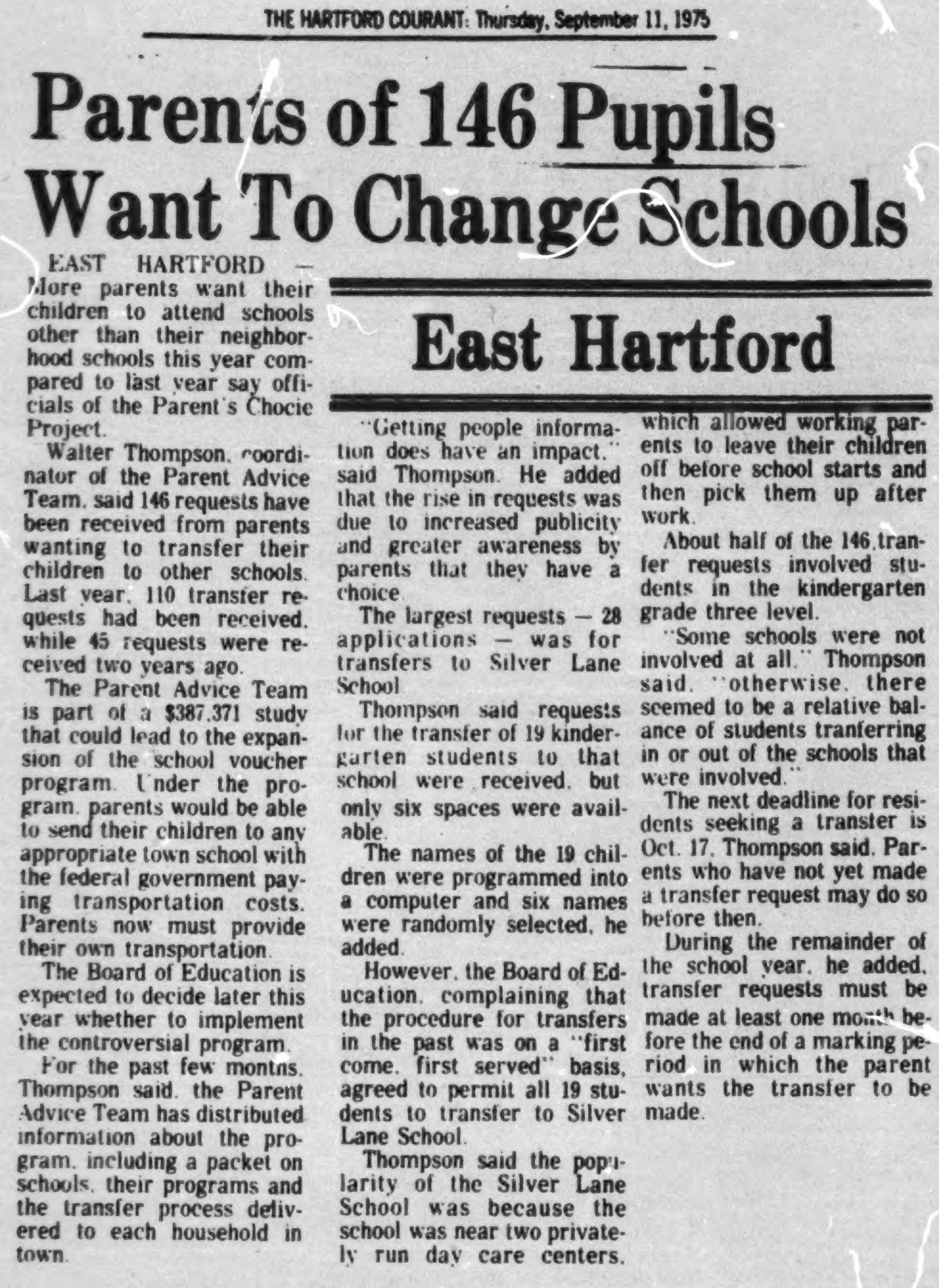
Those youngsters have found the plan most worthy. There is no reason others would find it otherwise. No one is forced to participate, in the first place. Where potential polarization is concerned, San Jose noted no clumping of rich or poor, nonwhite or white in any given school. Distribution has been good.

Competiton, as we noted here many months ago, should not hurt the lower grades, just as it has not harmed higher education. Rather, it spurs schools to excel, which can only benefit their students. Counselors and guide books will help parents choose schools based on the institution's strengths. Only a school without something positive to offer need worry about competition, we suggest. There might be a certain amount of switching until the right combination of student-school is reached. But that should be minimal under careful guidance by persons who already have discussed the plan with school staffs from principals to custodians, and with Parent-Teacher units and others

Church-state separation may be the stumbling block, but even that need not develop. Citizens should know that there already is much cooperation between public and parochial schools. The state statutes cover nonpublic, nonprofit schools completely regarding reimbursements to parents for tuition, transportation paid by a town, provisions to help pay for educationally-depved students and disadvantaged youngsters, supporting with state money driver education, safety programs, school nurses and physicians, psychologists, dental hygienists and special language education, among other services.

The one provision is that Connecticut students be in the majority.

Let us hope that East Hartford's Board of Education votes on January 26 to begin.



THE HARTFORD COURANT: Thursday, September 11, 1975

Parents of 146 Pupils Want To Change Schools

East Hartford

EAST HARTFORD — More parents want their children to attend schools other than their neighborhood schools this year compared to last year say officials of the Parent's Chocie Project.

Walter Thompson, coordinator of the Parent Advice Team, said 146 requests have been received from parents wanting to transfer their children to other schools. Last year, 110 transfer requests had been received, while 45 requests were received two years ago.

The Parent Advice Team is part of a $387.371 study that could lead to the expansion of the school voucher program. Under the program, parents would be able to send their children to any appropriate town school with the federal government paying transportation costs. Parents now must provide their own transportation.

The Board of Education is expected to decide later this year whether to implement the controversial program.

For the past few months, Thompson said, the Parent Advice Team has distributed information about the program, including a packet on schools, their programs and the transfer process delivered to each household in town.

"Getting people information does have an impact," said Thompson. He added that the rise in requests was due to increased publicity and greater awareness by parents that they have a choice.

The largest requests — 28 applications — was for transfers to Silver Lane School.

Thompson said requests for the transfer of 19 kindergarten students to that school were received, but only six spaces were available.

The names of the 19 children were programmed into a computer and six names were randomly selected, he added.

However, the Board of Education, complaining that the procedure for transfers in the past was on a "first come, first served" basis, agreed to permit all 19 students to transfer to Silver Lane School.

Thompson said the popularity of the Silver Lane School was because the school was near two privately run day care centers, which allowed working parents to leave their children off before school starts and then pick them up after work.

About half of the 146 transfer requests involved students in the kindergarten grade three level.

"Some schools were not involved at all," Thompson said, "otherwise, there seemed to be a relative balance of students tranferring in or out of the schools that were involved."

The next deadline for residents seeking a transfer is Oct. 17, Thompson said. Parents who have not yet made a transfer request may do so before then.

During the remainder of the school year, he added, transfer requests must be made at least one month before the end of a marking period in which the parent wants the transfer to be made.

East Hartford Gazette - July 17, 1975

Totaling $50,535

Voucher Head Tells About Mini-Grants

The following statement was released this week by Andrew Esposito, coordinator of Parents Choice (School Voucher) Program in East Hartford.

"Mini grants totaling $50,535.00 from federal money have been awarded to the staffs of twenty East Hartford schools and three departments of the school system as part of the continuing study of the Parents' Choice or educational voucher project.

"The mini grants will help staff with projects ranging from a student code of conduct at the O'Connell School to a pilot program seeking to prevent learning problems at Silver Lane School.

"Project Coordinator, Andrew J. Esposito, said the aim of the mini grants is to help schools continue a policy begun by the Board of Education in 1969 calling for a variety of programs to be developed in East Hartford schools.

"This variety, Esposito added, gives parents something to choose from if they participate in the present Open Enrollment School Transfer program, or if they participate in the proposed Parents' Choice program the Board of Education is due to vote on in December or January.

"Principal Gerald Welch says the staff of the O'Connell Middle School used its mini grant of $1,107.20 to meet for a week to discuss student attitudes and basic rules of discipline. Out of this, said Welch, is being developed a handbook for students on what atitude and behavior is expected of them in classrooms and elsewhere in school.

"To help promote compliance with the rules, Welch added, incentives have been developed based on awards and extra-curricular activities.

"A mini grant of $2,284.80 will permit the staffs of the school system resource specialists and the Silver Lane staff to meet during the last week of August to assist in the development of an integrated Language Arts and Math program.

"During this time, classroom teachers and resource personnel in the areas of speech and language, reading, learning disabilities, special education, music, art, physical education, social workers, and nurses will be involved in intensive inservice training conducted by the supervisors in the system.

"Frances Klein, Supervisor of Reading, said that this training will develop a team approach in assesssing where a youngster is in Language Arts and Math during the first month of the school year. Then, Mrs. Klein said, the team will set goals for a student and jointly the classroom teachers and the resource teachers support each other in helping the child reach those goals.

"Mrs. Klein believes that, not only could this head off educational problems, but it will avoid fragmenting the child among educators and loosing sight of the whole child.

"Among other grants awarded by the Parents' Choice Project are $918.00 to help the Alternate High School program further develop its unique program, and $688.60 to permit the South Grammar and Willowbrook Elementary School staffs develop a booklet describing their programs as those of traditional schools.

"Coordinator Esposito also announced $57,688.00 as the estimated value of research and systems analysis work being done for the school system as part of the Parents' Choice study. This involves, among other things, projections of enrollments, budgets, the town's property grand list and tax rate.

"Another $45,000.00 has been allocated for staff training and inservice workshops, Esposito said, including such areas as improving communications within schools and between school staffs and parents.

"In addition, $11,000.00 is being spent to schedule busses for the coming school year, and $7,175.00 was spent on the "Our Schools" booklet detailing programs offered at each of East Hartford's twenty two public and two parochial schools.

"Esposito also released figures on the in-kind contribution by the East Hartford School System to the Parents' Choice study. Up to June 27, this included 44.8 days spent on the study by school personnel, including 9.7 days by Superintendent Dr. Eugene Diggs.

"Esposito added the school system also has contributed $3,000.00 worth of office and storage space from February through June 30, and the use of a variety of equipment," the coordinator stated.

Pros, cons aired on vouchers

By **BARBARA McWHIRTER**
Staff Correspondent

EAST HARTFORD — Supporters and opponents of the controversial voucher system spoke out in equal numbers Thursday at the second public hearing on the proposed plan within a week.

Opponents of the plan said they feared federal funds promised to support the voucher plan would be cut off, leaving local taxpayers the burden of footing the transportation bills.

The federal government has promised to support the voucher plan for five years. Board of Education Chairman Eleanore Kepler said the school department has been assured that the voucher plan has the highest priority even if funds were cut back.

Opponents also expressed fear that the voucher plan may result in students from outside East Hartford being enrolled in town public schools.

Mrs. Kepler said there was no chance of that happening.

East Hartford

The central parts of the voucher proposal are transportation and inclusion of parochial schools. Approval of transportation would mean that parents could send their children to any school in town with the busing cost picked up by the federal government.

Inclusion of parochial schools would mean that the town's two Catholic schools, St. Christopher's and St. Rose's, would be among the choices of parents.

Under the proposed plan, a school would be run by its principal, teaching staff and parents of children who attend it. Under such a system some schools might favor a conventional learning approach while others more liberal.

Some speakers said they feared the federal government may be using East Hartford to test constitutional church - state relationship.

At least two groups say they will legally challenge inclusion of parochial schools in the voucher system on grounds that it would violate separation of church and state. The federal Justice Department has pledged to fight the town's legal battle if that happens.

James Dakin, president of the East Hartford Education Association, the teachers' bargaining group, said teachers oppose it on the basis of the diverse curriculum that might result from school to school.

Dakin said that the voucher system might be a solution if the town's school system were in trouble, but it is not, he said, and things should remain as they are.

Wanda Kay Parker, a teacher, said the voucher plan might lead to an unhealthy competition among schools, with teachers taking a salesman approach towards their job in effort to attract top students.

About 160 students now attend school out-of-district, but transportation is provided by their parents.

Support of the voucher plan came Thursday from those parents. Support also came from parents who send their children to parochial schools.

The Board of Education will vote on the voucher system Monday. Each of the plan's five parts — open enrollment, autonomy of schools, information to parents, transportation and parochial and private schools — will be voted on separately.

And each of the parts will have separate options of their own, and the board will vote on each of those separately.

Hartford Times - June 20, 1975

Voucher program under way

East Hartford

EAST HARTFORD—A key segment of the controversial voucher program, which would allow parents to choose their children's schools, is underway, Supt. of Schools Eugene Diggs says.

The school department has begun distributing brochures and informational pamplets to East Hartford's 7,500 families with children in public schools.

Four school employes will mail and deliver door-todoor informational pamplets to local residents.

The voucher program, otherwise known as the parents' choice program, is study by a the Board of Education, which will make a final decision on the proposal by December.

The school department has received a $387,000 grant from the federal government to plan for the implementation of the program here.

The new concept has already garnered a number of opponents, including Mayor Richard Blackstone, who has indicated he will urge residents to boycott the program if it is approved by the school board.

The federal money is being used to study the desirability of including parochial schools in the program, in addition to the town's 22 public schools.

Under the program, any student would have the right to transfer to a school other than the one in his district. Seats would be assigned first to in-district students, and then if available, assigned to out-of-district students on a lottery basis.

A voucher would give individual students funds for education at the school his parents have chosen.

Although the town has an open enrollment program now, parents are required to pay for transportation if their children attend out-of-district schools.

The voucher program would pay for transportation, as well as other educational expenses.

Vouchers have been proposed—and rejected—in several cities across the country, including Hartford. Only the city of Alum Rock Calif., a suburb of San Jose, actually has a working voucher program.

The informational drive is being conducted by Barbara Morkan, Barbara Caffegan, Joanne Levy, and Eileen Thomas, who will be available to answer parents' questions regarding the program.